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ABSTRACT

This annotated bibliography describes materials that can be helpful to adult educators working with exceptional adults. The bibliography includes 186 citations of resource materials, assessment materials, training guides, curriculum guides, research findings, films, and general information. The opening section consists of citations of general information relating to handicapped adult students. These are followed by citations organized within seven categories of disabilities: blind/visually impaired, physically disabled, deaf/hearing impaired, reading and speech impaired, learning disabled, and mentally retarded. Most citations include an abstract of the material. Some materials cited discuss techniques that have been used successfully with exceptional children. (KC)

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RESOURCES FOR EXCEPTIONAL ADULT EDUCATION

an annotated bibliography

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Office of Educational Research and Improvement
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Resources for Exceptional Adult Education: An Annotated Bibliography

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Adult Education Office
Florida Atlantic University
1987

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INTRODUCTION

Programs designed to provide educational opportunities for the handicapped adult are seen by many as an important aspect of publicly funded adult education. Since exceptional adult basic education (EABE) programs are not as commonly offered as many other adult education program components, resources are sometimes difficult to find. This project was designed to address the need for a comprehensive bibliography of materials that could be helpful to adult educators working with exceptional adults.

The bibliography includes citations of resource materials, assessment materials, training guides, curriculum guides, research findings, films, and general information. The opening section consists of citations of general information relating to handicapped adult students. These citations are organized within seven categories of disabilities:

blind/visually impaired,
physically disabled,
deaf/hearing impaired,
reading and speech impaired,
learning disabled, and
mentally retarded.

Most citations include an abstract of the material. All citations do not refer exclusively to work with exceptional adults. Some discuss techniques that have been used successfully with exceptional children. These citations were included because the material was judged to be helpful to those working with exceptional adults as well.

Educators working with exceptional adult students can use this bibliography to become aware of a wide range of resources which can enhance their effort to facilitate maximum development of their students' potential.

GENERAL INFORMATION

Training Educators

1) LARSON, Gordon A.

Adult Education for the Handicapped. Information Series No. 240 National Center Publications
1982 41 Pgs.

Intended as a general guide for adult educators interested in developing community educational programs for handicapped adults, this monograph gives an overview of facts, problems, and programs peculiar to each of four handicapped populations: the physically handicapped, blind, deaf, and mentally retarded. Following an introduction that defines terms and discusses general legal aspects and problems, each of the population groups is considered in a section of its own. The first section, "Adult Education for the Physically Handicapped," discusses mobility barriers, attitudinal barriers, and some information sources of ideas for specialized programming. The next section, "Adult Education for the Blind," covers special services required in providing education for this population; also described are some existing types of programming for the blind that can be incorporated into an educational program. "Adult Education for the Deaf" discusses the deaf population, social aspects of deafness, educational problems relating to this population, and exemplary programs currently serving its educational needs. The final section, "Adult Education for the Mentally Retarded," presents a definition and categories of mental retardation, discusses educational characteristics and problems of this group, and cites some program techniques that have been successful and some information resources helpful in this area. The document concludes with an appendix of agencies that provide information and services to the handicapped, and a reference section for gathering more information.

2) IMEL, Susan

"Adult Education for the Handicapped. Overview: ERIC Fact Sheet No. 23." Eric Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
1982 4 pgs.

This fact sheet presents the needs and characteristics of handicapped adults as an aid in developing and adapting educational programs. Following a

discussion of the desire which adult educators feel to provide opportunities for all students, four general problem areas are described: attitudes of others, lack of mobility, diminished cognitive or intellectual capacity, and lack of communication skills. Three areas of concern for program development which have been identified by the Council on Exceptional Children (1980) are presented: accessibility, specially designed instruction, and cooperative planning. In addition, the following principles proposed by the Council are offered: (1) individuals with disabilities should be respected as adults; (2) they should have available the wide range of programmatic options available to nonhandicapped individuals; (3) they should be provided with educational programs on the same economic and administrative terms as nonhandicapped individuals; and (4) they should have the same benefits as the nonhandicapped when they participate in adult education. The final section describes the handicapping conditions and barriers facing the physically handicapped, the blind, the deaf, and the mentally retarded. A bibliography is included which cites two resources, both of which are available from the Educational Resources Information Center (ERIC) system.

Assessment Material

1) FAGLEY, N.S.

"Behavioral Assessment in the Schools: Obtaining and Evaluating Information for Individualized Programming"
Special Services in the Schools
Winter, 1984 1:2 Pgs. 45-57

Behavioral assessment is discussed as a way of obtaining and evaluating information used to individualize programming for special needs pupils. Behavioral assessment offers a range of techniques for gathering and for evaluating information. Strategies for obtaining information that are described are self-monitoring, direct observation, permanent product review, and retrospective ratings using behavior checklists. Strategies are examined for evaluating information include single-case research designs and social validation. Such strategies assist in identifying pupil problems and selecting interventions, evaluating student progress, assessing treatment fidelity, determining causality and revising individualized programs by providing a broad base for decision-making.

2) CENTRA, John A.

"Handicapped Student Performance on the Scholastic Aptitude Test" *Journal of Learning Disabilities*
June-July 1986 19:6 Pgs. 324-327

It has frequently been hypothesized that youngsters from minority groups are discriminated against by major educational testing instruments. Less frequently asked has been whether youngsters with disabilities are discriminated against. That serious question is raised by this study, with a special focus on the all important Scholastic Aptitude Test, the most frequently used college aptitude exam.

Approximately 1800 students were a part of the study, with 79 percent of those individuals having learning disabilities. Average scores indicate that time allotted or the testing instrument itself may be contributing to poor performance by these students. When all of the students with disabilities were given extra time, their scores were found to rise 30 to 38 points on the SAT. One in seven gained as much as 100 points.

That the gains are disability-related is pointed to by the fact that nondisabled youngsters given similar additions of time to complete the test showed scores which rose only slightly. Thus, it is suggested that additional time for this important barometer of college ability be given to individuals with disabilities, and most especially to those having learning disabilities.

3) TABER, Florence M.

MCE Field Study Project
MCE, Inc., Kalamazoo, MI. Feb., 1982 21 pgs.

The effectiveness of six microcomputer programs designed for the secondary to adult population to teach concepts associated with daily living skills (vocations, elementary budgeting, money management assessment, banking, and home safety) was studied. These programs were field-tested in special education classrooms in three different school districts, including (1) 212 classrooms in a metropolitan area in the southeast United States; (2) a secondary learning disabilities room in a midwestern suburban area; and (3) a secondary resource room in a small town/rural area. Students used as subjects ranged from the age of 8 through adults, and included emotionally handicapped, mentally retarded, learning disabled, gifted, autistic, physically handicapped and profoundly deaf individuals. Findings indicate that using the programs had many positive results in the cognitive and affective domains and some positive results in the psychomotor domain. These results were noted in all areas (content, educational adequacy and technical adequacy), with especially promising outcomes with autistic students. Appendices contain results of the teacher evaluation questionnaire and vocabulary test results from the metropolitan study area.

Resource Material

1) KOK, Marilyn R. (Ed.)

Assessing and Evaluation Materials. A Resource Guide. Vocational Special Needs Lending Library
Texas Education Agency, Austin. Department of Occupational Education and Technology 1984 38 pgs.

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with assessment and evaluation. covered in the individual sections of the guide are the following topics: general resources; tests, inventories, schedules, questionnaires; bibliographies, directories and resource lists; and assessment resources related to the following: (1) special learning needs of bilingual, emotionally disturbed, hearing impaired, learning disabled, mentally retarded, physically disabled and severely disabled students; (2) vocational education; (3) the individual education plan; (4) rehabilitation; and (5) services for adults. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents.

2) THOMAS, Carol H. (Ed.)
THOMAS, James L. (Ed.)

Directory of College Facilities and Services for the Disabled (Second Edition)
The Oryx Press 1986 410 pgs.

This directory has over 300 entries more than its 1983 predecessor. It is a solid guide to educational services and programs related to persons with disabilities and higher education. The work's 2300 programs and services are replete with detailed information on terrain, accessibility, and available resources.

Nearlyall major educational institutions and many minor ones are spotlighted by the editors. The information is quickly digested with its quantified format -- "percentage accessible" figures for dormitories, chem classes, and even sports facilities. Can you take that seeing eye dog to class at NYU? Are there solid job placement services available at that small midwestern school? This book has the answers.

3) Clearinghouse Catalog: Film Collection Mini-Catalog Bureau of Education for Exceptional Students November, 1983

This is an annotated list of the films currently available for loan from the FDLRS Clearinghouse/Information Center. These films are loaned to interested persons within the State of Florida, on a first come, first serve basis, and for specific viewing dates only. There is no charge for this service.

4) Clearinghouse Catalog: Florida Developed Materials Mini-Catalog Bureau of Education for Exceptional Students January ,1983 Second Edition

The second edition of the Clearinghouse Catalog: Resources for Exceptional Student Education represents a compilation and update of the first edition. It includes commercial items published throughout the country and Florida-Developed Resources, print and nonprint, all in one general catalog indexed by areas of exceptionality, media type, and various subjects or topics.

In addition to a master or general catalog representing all resources for all areas of exceptionality, mini or smaller catalogs of resources, fully indexed are available for the areas of Parent Education and Florida-developed resources.

5) Clearinghouse Catalog: Resources for Regular Educators of Exceptional Students Mini-Catalog
Bureau of Education for Exceptional Students
January, 1983 First Edition

As a specialized center in the Florida Diagnostic and Learning Resources System (FDLRS), the Clearinghouse/Information Center operates through the Bureau of Education for Exceptional Students as a centralized professional resource center and coordinating unit for exceptional student education information and materials services statewide.

6) Clearinghouse Catalog: Resources for Educators of the Severely/Profoundly Handicapped Mini-Catalog
Bureau of Education for Exceptional Students
December, 1983 First Edition

As a specialized center in the Florida Diagnostic and Learning Resources System (FDLRS), the

Clearinghouse/Information Center operated through the Bureau of Education for Exceptional Students as a centralized professional resource center and coordinating unit for exceptional student education information and materials services statewide.

7) *Clearinghouse Catalog: Resources for Exceptional Student Education* Bureau of Education for Exceptional Students
Sept, 1980 First Edition

The first edition of the *Clearinghouse Catalog: Resources for Exceptional Student Education* represents a compilation and update of the two catalogs formerly published by the FDLRS Clearinghouse Information Center: the *Clearinghouse Collection Catalog* and the *Florida-Developed Products Listing*. As such, it includes commercial items published throughout the country and Florida-developed resources, print and nonprint, all in one general catalog indexed by areas of exceptionality as well as by various subjects or topics.

8) LANGNER, William RKP^[. (Ed.)

Directory of Resources for Adults With Disabilities U. S. Dept. of Education, Washington, D.C.
May, 1985 94 pgs.

To assist State Directors of Adult Education, administrators and practitioners in the field to improve program practices and effectiveness the Division of Adult Education has compiled a *Directory of Resources for Adults with Disabilities*. The directory describes resources that can assist the adult educator to develop and plan programs for the adult with disabilities.

The directory is divided into eight sections. The first two sections include resources from Federal and non-federal organizations. The last six sections consist of resources from organizations serving the mobility impaired adult, the deaf and hearing impaired adult, the blind and visually impaired adult, the learning disabled, the mentally retarded adult, and the mentally ill adult. Each entry lists the organization, a brief program description, resources available, and the name, address, and telephone number of the organization.

9) SMITH, Christopher (Ed.)

Discovery III: Training and Technology for the Disabled
Materials Development Center
1986 xi 130 pgs.

Computers continue to make bold new impacts on the lives of persons with disabilities. For those trying to stay abreast of all (at least some?) of the new developments, the many computer conferences that are burgeoning forth are good places to go to get good information. If you can't go to the conference, perhaps you can acquire a copy of the presentations in collected form. This text is such a collection, representing the many incisive presentations made at the 1986 Discovery III--Training and Technology for the Disabled conference held in March.

Over 82 presentations were made at this conference, from the use of computers in vocational assessment to computer speech recognition. Each is presented in full here, many with fine references attached. Reading these papers, the rehabilitation generalist will gain a kaleidoscopic view of the current state of computers for disabled individuals, especially the uses of the computer for environmental access and for therapeutic use in rehab centers. One of the more significant essays, "Integrating Vocational Rehabilitation Operations Through Automation," by Dr. Rita Glass et al, deals with the automation of rehabilitation facilities as a means to promote staff efficiency. "Computer Assisted Vocational Evaluation," by Marilyn Tuck and "Vocational Rehabilitation Engineering," by Leonard L. Anderson and Leah M. Ross also offer practical insights and fresh approaches to voc rehab specialists. Professionals in many facets of rehab will likely find at least a few essays that represent their concerns specifically.

The problem here is not in content. The duplication of original computer print-out sheets, submitted by the participants, are what is offensive. The view expressed by the publishers that "the interesting mix of printer styles helps to effectively convey each author's original thoughts and will thus ultimately benefit readers" is really taking things to humorous extremes. If you can't read small, light, photocopied computer print that "interestingly" shifts from garamond to universe to early Smith Corona from page to page, you better buy a magnifying glass or else skip an otherwise fine book. The book's asking price should have prevented this publishing faux pax.

Still, the volume is recommended reading for persons with some computer background or for those in rehab just wanting to learn about a fascinating and highly promising field. The content is excellent.

10) McWILLIAMS, Peter A.

Personal Computers and the Disabled
1984 Quantum Press, Doubleday & Co., Inc. 416 pgs.

Personal Computers and the Disabled is one of several similar books currently on the market. Its author is widely known in the field of personal computers. It is somewhat distressing, however, that Mr. McWilliams has chosen the topic of disabled individuals to enable him to produce yet another book on computing for the masses. The book is 416 pages long, of which a scant 40 pages or so are devoted to computers and the disabled. Of this total, less than 10 pages are devoted to the hearing impaired. The rest of this self-congratulatory book is general information about computing taken from a variety of other sources. Indeed, Mr. McWilliams is reasonably frank in admitting that the majority of the book, to use his word, is "stolen" from another book by him.

The book is basically a consumer report on various brands of computers and computer peripherals. This information may be of interest to readers of The Volta Review. However, readers looking for specific information about applying computer technology to the needs of the hearing impaired will be greatly disappointed. This is not to suggest that the book is totally without it; it does contain a comprehensive buying guide for computer equipment and some interesting tidbits of information. But such information is available from other, more straightforward, sources.

It is perhaps symptomatic of the state of the art of computer book publishing that books relating personal computers to every conceivable topic are being printed. In common with several other books published recently on the topic of the "disabled," this book can only be characterized as long on computers and very short on how they can help the hearing impaired.

11) A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students: Vol. III-G: Alternative Delivery Systems for Homebound/Hospitalized Students 1982 Florida Dept. of Education, Bureau of Education for Exceptional Students

This resource manual was developed by the Duval County Public Schools through the Special Project, "Alternative Delivery Systems for Homebound/Hospitalized Students" (Project No. 160-1T00-81652), funded by the Bureau of Education for Exceptional Students, Florida Department of Education, under Federal Assistance for the Education of the Handicapped (P.O. 92-230, EHA, Part B, as amended by publications developed to assist Florida school districts in the provision of special programs for exceptional students.

12) A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students : Vol. III-I: Computer Assisted Instruction and Support for the Handicapped Interim Report Florida Department of Education, Bureau of Education for Exceptional Students Dec., 1982

13) A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students: Vol. V-F: An Interactive Model Program for Exceptional Secondary Students Part 1: IMPRESS Training Manual Bureau of Education for Exceptional Students July 1984

The Interactive Model Program for Exceptional Secondary Students (IMPRESS) Training Manual is designed to inform teachers about Project IMPRESS and its curriculum components. Project IMPRESS is a Title VI-B Program Implementation Grant funded by the Florida State Department of Education, Bureau of Education for Exceptional Students.

During the project's three-year existence, its goals were to develop an eclectic model program for exceptional secondary students, implement that model in Leon County Secondary Schools, and provide a training manual for use by other interested educators. In meeting its goals, Project IMPRESS developed an eight-component model, supervised the use of the model in Leon County Schools, and traveled across the state of Florida to train interested educators.

In addition to the training manual, four parallel alternate curricula have been developed and are available to interested parties. These curricula provide supplemental materials and methods to teach exceptional secondary students the content courses.

This training manual is designed to provide all the needed information for the user to:

1. Determine the part or parts of the IMPRESS program that are useful and important to his/her situation.
2. Acquire the knowledge to integrate the useful parts of the program into his/her teaching repertoire.

The user should feel free to select the aspects of the IMPRESS program that will be helpful in meeting the needs of exceptional secondary students being served.

14) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students Vol. V-J: The Florida Catalog of Unique Skills for Exceptional Students*
Sept.,1986 Bureau of Education for Exceptional Students

15) *Special Education*
1983 Educational Documentation and Information Pgs. 5-94

This 393-item annotated bibliography dealing with special education focuses on: general situation and organization (international, Arab States, Africa, Asia and Oceania, Europe, Latin America and Caribbean, North America) and individual handicaps (auditory, visual, mental, multiple, speech, motor, autism, learning difficulties, behavior disorders, gifted children). Anauthor and editor index is provided.

16) SHORE, Kenneth

The Special Education Handbook: A Comprehensive Guide for Parents and Educators
1986 Teachers College-Press 207 pages

This text is a thorough, well written guide through the maze of legal rights and responsibilities of parents of special needs children and youth. Its seven chapters provide parents with information that, coupled with their knowledge and understanding of their child, will enhance their ability to advocate effectively on their child's behalf.

Chapter 1 reviews relevant litigation leading to the enactment of Public Law 94-142. Major provisions of this law are described in detail, and the parents' role is emphasized. Federal definitions of special education and each handicapping condition are explained. Highlighting this chapter is an extensive discussion of the sequence of steps in the special education process. Included is a flow chart illustrating this sequence and the points at which parents can appeal actions or recommendations of school officials.

Chapter 2 addresses all facets of the evaluation process, including parent and student concerns and legal requirements. Shore provides a helpful table of areas to be assessed according to the nature of the suspected disability. Much of Chapter 2 is an in-depth discussion of various dimensions of evaluation, such as the academic dimension and the family dimension. For each dimension, Shore describes a rationale for evaluation and identifies the professional(s) responsible as well as the types of instruments used.

The next two chapters explain the Individualized Education Plan (IEP). Chapter 3 briefly describes the legal and procedural issues involved in the IEP process. Chapter 4 elaborates on each element of the IEP. Components of goals and objectives are described and illustrated and special education placement is discussed at length. Various alternatives are clearly described, accompanied by a series of questions to help select an appropriate placement.

Chapter 5 may be the most valuable chapter for parents: It describes how they can apply their expertise to advocate successfully for their child. Shore identifies strategies that promote effective communication between parents and educators. He describes additional strategies to prepare for and participate in the IEP meeting. Included is a checklist to assist parents in evaluating the appropriateness of a proposed IEP.

Chapter 6 presents educational strategies frequently used at the elementary and secondary levels, such as computer technology and behavior modification. Sensitive issues such as high school graduation, postsecondary opportunities, discipline, and medication are frankly discussed.

Chapter 7 explains procedures for resolving disagreements with the school, ranging from an independent evaluation and IEP review to formal complaint to a state department of education. Finally, Shore includes three extremely useful appendices: warning signs of educational disabilities; a list of organizations providing information, support, and advocacy; and a glossary of special education terms.

17) Think About It! College Career and Cooperative Education Access for Disabled Students
1982 Miami-Dade Community College 18 pgs.

18) Directory of Information Resources for the Handicapped
1980 Ready Reference Press

A comprehensive guide to information resources and services for the handicapped dealing with employment, health care, education and training, communication aids, recreation, counseling, arts, legislation, homemaker services, legal aid, financial assistance, vocational rehabilitation, housing, and social services.

19) Heath Resource Center: National Clearinghouse on Postsecondary Education for Handicapped Individuals

The HEATH Resource Center operates the National Clearinghouse on Postsecondary Education for Handicapped Individuals. HEATH is an acronym for Higher Education And The Handicapped. Support from the United States Department of Education enables the Center to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center gathers and disseminates this information so that handicapped people can develop their full potential through postsecondary education and training if they choose.

The HEATH Resource Directory has been compiled to help respond to questions about postsecondary education for handicapped individuals. It is intended to provide a selection of resources touching the major areas of interest within this field. One section is specific to particular disabilities such as hearing impairment, mobility impairment, learning disabilities, vision impairment and others. Other sections focus on such subject areas as architectural and program accessibility, independent living, and legal resources. Sections new to this 1985-86 edition include career preparation, technological devices, directories, and--on the inside of the back cover--a list of toll-free telephone resources that are described more fully elsewhere in the Directory.

BLIND/ VISUALLY IMPAIRED

Resource Materials

1) LISCIO, Mary Ann

A Guide to Colleges for Visually Impaired Students
Orlando, Florida: Academic Press 1986

Few guides offer more utility to the college blind individual with mobility impairment than do these. Especially if paired with a guide geared toward evaluation of academic needs, these volumes become tools that can insure a convenient, safe academic environment and prevent bad dreams of continual obstacles from coming true. In colleges as in towns across the country, there is tremendous variation in levels of accessibility. Here, those variations are identified.

Presented in large format with readable type and easy to follow outline, each guide presents for a given college these detailed lists: college i.d. data, key contact persons, enrollment, application deadlines, approximate tuition, room and board costs, requirements for admission, modification to traditional learning environment, and majors offered.

Ideas on ways to start the college experience out right are also helpfully included, such as how to set up a campus visit or where to ask about programs when you talk to administrators or counsellors.

These are useful books for anyone with mobility, hearing, or visual impairment to invest in. Considerable effort appears to have been expended in making them complete and thorough. As important resources, the books also should be available in all media to large high schools. Educators and school administrators certainly will want the volumes brought to their attention.

2) A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students Volume III-F Electronic Communication Devices for Visually Impaired Students State of Florida Department of State: FDLRS Clearinghouse/Information Center

This manual was developed by the Broward County School System under the guidance of Kit Kengott, Project Director. It is one in a series of publications developed to assist Florida School Districts in the provision of special programs for exceptional students.

3) Magazines in Special Media National Library Service for the Blind and Physically Handicapped
Library of Congress

Magazines in Special Media is a descriptive listing of periodicals avaliable in special media to blind and physically handicapped persons throughout the country.

In both Part 1 and 2, magazines are arranged alphabetially by title. Some magazines are listed in both part 1 and part 2. In such cases, a cross reference is made from one part of the catalog to the other. Media included are braille, cassette, disk, large type, and Moon Type.

4) Braille Instruction and Writing Equipment National Library Service for the Blind and Physically Handicapped
The Library of Congress

This reference circular lists selected Braille instructional materials and Braille writing equipment and supplies currently available. Information contained in this reference circular was taken from catalogs or descriptive literature provided by suppliers.

5) Cassette Books National Library Service for the Blind and Physically Handicapped The Library of Congress

This catalog lists cassette books produced by NLS during 1986 for eligible blind and physically handicapped readers. Books are listed alphabetically within subject categories under fiction and non-fiction headings. Some books may appear in more than one subject category. For instance, a biography of a historical figure may appear in "biography", and again in the appropriate category of "history".

For the information of the reader, a notice may appear immediately following the book description to indicate occurences of strong language, explicit description of sex, or violence. The word "some" before any of these terms indicates an occasional or infrequent occurence, as in "some strong language." A dagger before a book title indicates that the book is also available on flexible disks.

Separate sections list books for young adults and books in Spanish under non-fiction and fiction headings. Books in other languages are listed by language. Separate title and author indexes and forms for ordering books are provided at the back of the catalog.

6) Talking Books Adult National Library Service for the Blind and Physically Handicapped The Library of Congress

This catalog lists disc books produced by NLS for adult readers. Books are listed alphabetically within subject categories under non-fiction and fiction headings. Some books may appear in more than one subject category. For instance, a biography of a historical figure may appear in "biography" and again in the appropriate category of "history".

For the information of the reader, a notice may appear immediately following the book description to indicate occurrences of strong language, explicit descriptions of sex, or violence. The word "some" before any of these terms indicates an occasional or infrequent occurences, as in "some strong language.

Separate title and author indexes and forms for ordering books are provided at the back of the catalog.

7) Talking Book Topics National Library Service for the Blind and Physically Handicapped The Library of Congress

Talking Book Topics is published bimonthly and distributed free to blind and physically handicapped individuals who participate in the Library of Congress free reading program. It lists recorded books and magazines available through a national network of cooperating libraries and covers news of developments and activities in Library Services.

The annotated list in this issue is limited to titles recently added to the national collection, which contains thousands of fiction and non-fiction titles, including classics, biographies, Gothics, mysteries, and how-to and self-help guides. To learn more about the wide range of books in the national collection, readers may order catalogs and subject bibliographies from cooperating libraries. Librarians can check other resources for titles and answer requests for special materials.

Assessment Material

1) SCHULZ, Matthew E.
"An Assessment of the Needs of Rehabilitated Veterans" *Journal of Visual Impairment and Blindness* Sept., 1985 79:7 pgs. 301-305

Hundreds, even thousands of veterans who are blind will have continuing needs in the years ahead. In this study, those needs were assessed making use of an activities questionnaire and the Rasch measurement model. Items asked about included self-care, home care, travel, recreation, writing, and reading. Respondents were asked to indicate how much time they would actually be willing to spend to improve their performance in those indicated areas.

Based on these subjective perceptions of their own needs, it appears that veterans who are blind would like particular training in reading, and to some extent in recreation and home care activities.

Other results are delineated. An appendix lists questionnaire items.

Training Guides for Educators

1) CROCE, Ronald V.; JACOBSON, William H.

"The Application of Two-Point Touch Cane Technique to Theories of Motor Control and Learning Implications for Orientation and Mobility Training"
Journal of Visual Impairment and Blindness
June 1986 p. 790

Basic behavioral processes involved in motor control based on theories of motor control and learning are outlined using the teaching of two-point touch can technique as an application of the theories. The authors believe that the keys to successful mobility training are repetition and correctly performed practice of each skill and sufficient learning time to facilitate overlearning and subsequent skill retention.

2) HARRELL, Rona L.; STRAUSS, Felice A.

"Approaches to Increasing Assertive Behavior and Communication Skills in Blind and Visually Impaired Persons"
Journal of Visual Impairment and Blindness
June 1986 p. 794

Many visually impaired individuals are found to be too passive or too aggressive in their social interactions. Examples of assertive behavior are described with suggestions for enabling the visually impaired person to develop these skills. The Underlying concepts of assertion traiing are explained along with specific techniques to be utilized in the school or rehabilitative setting. With a structured intervention resulting in improved assertiveness skills, blind or partially sighted individuals can increase their effectiveness in communicating with others and can feel more in control of their lives.

3) HARPER, Florine Watson

A Handbook for the Speech-Language Pathologist Serving the Visually Limited Springfield, Illinois: Charles C. Thomas 1986

Persons with multiple disabilities have not had the body of literature addressed to them that is rightfully theirs. Happily, this is one case where a volume of some utility is addressed to the needs of persons who are both communicatively and visually disabled. Intended primarily for the speech-language pathologist's use, the book attempts to explicate practical means to assist in a variety of speech-language problems that a blind person may have.

Focused upon particularly is a holistic model integrating body language, listening, motivation, and self-image concepts. Within the context of that model, numerous tips and excercises for a variety of difficulties are addressed. Articulation, language, voice, and rhythm are among the areas presented. For the teacher/ therapist himself, numerous hints are given. How can you best stress the importance of listening? What is the best approach to handling paperwork as a therapist? How does one teach alternative sensory input approaches?

Florine Watson Harper is a retired speech-language pathologist whose most recent work was with Tennessee School for the Blind. Her book will receive its best use by persons similarly trained, or by students engaged in a speech pathology training program.

4) HACKNEY, Patty W.

"Education of the Visually Handicapped Gifted: A Program Description" Education of the Visually Handicapped
Volume XVIII Number 2 p. 85

This is an account of a Talented and Gifted (TAG) program for visually handicapped students begun at the Texas School for the Blind (TSB) in the summer of 1984 at the direction of William H. Miller, executive director. The program was supported by the school's chapter I Handicapped funds, and provides a 6-week enrichment program for 15 secondary, school-age students. The school concurrently operates a High Technology Computer program and a Regular Compensatory Skills program during the 6-week summer session.

5) BISHOP, V.E.

"Identifying the Components of Success in Mainstreaming" Journal of Visual Impairment and Blindness
November 1986 p. 939

Factors related to this paper describes an investigation into the characteristics of success in mainstreaming visually handicapped students. The study collected opinions from teachers of the visually handicapped, regular classroom teachers, school principals, parents of visually handicapped pupils and visually handicapped students or former students. Data included rank-ordered variables and value judgements. Among the most important factors in successful mainstreaming were: a flexible teacher; peer acceptance and interaction; social skills; academic achievement; positive self-image; independence; family acceptance; inner motivation; available support personnel; and adequate special supplies and equipment.

6) PONCHILLIA, Paul E.

"Post-rehabilitation use of adaptive skills"
Journal of Visual Impairment and Blindness
April 1986 80:4 pgs 665-669

Following rehabilitation, how do blind and visually impaired persons make use of adaptive skills? This study attempted to identify the various ways, also examining the impact of personal characteristics impact adaptation.

Skills utilized most often and at high levels were found to relate to daily living needs. Special abilities such as Braille and independent travel were reported least frequently.

7) WINER, J.L. , WHITE, H.E. , SMITH, R.

"Using Self-Directed Search with Blind Adults"
Journal of Visual Impairment and Blindness
January 1987 p. 26

Blind adult members (N=43; 25 female, 18 male) of a cassette tape-sharing group were administered Holland's Self-Directed Search (SDS) either by cassette tape or with the help of a reader. In both cases, an assistant marked the answers on the SDS form and computed the scale scores. Mean scores and standard deviations were calcualted for each of the six Holland personality types for both male and female participants. Results showed that the Social (S) type had the highest means for both men and women. A majority of the women obtained S as the first letter of their Holland code. S was also the most common first letter code for the men. Means were computed for agreement between SDS codes and first occupational daydream codes, using both the Zener-Schnuelle Index and the hexagonal model. A comparison between these means and normative data revealed that blind male agreement scores on the Zenr-Schnuelle Index were lower than those for the normative data. Participants' Holland codes were also compared to codes considered common and rare.

The Self-Directed Search is an effective tool for assisting individuals to identify areas of interest before becoming involved in vocational or occupational training programs.

8) HARLEY, Randall K.
LAWRENCE, G. Allen

Visual Impairment in the Schools
Illinois: Charles C. Thomas 1984

This book is designed to provide a foundation for a clearer understanding of the structure and function of the eye and its diseases. This ties in with the process of visual learning for children with visual impairments. It is intended for the use of teachers, nurses, paramedical personnel, school health officials, and parents who deal with children's visual problems, but can be a valuable resource for teachers of visually impaired adults as well.

Films

1) EXCEPTIONALITY: Part 2---Orthopedic, Auditory, and Visually Impaired

Discusses visually, auditory, and orthopedically handicapped students and shows methods of integrating them into the regular classroom. Examines such issues as social distancing, positive effects for regular students in having an exceptional child in their class, and academic levels in classes with mainstreamed children. (Mainstreaming the exceptional child series) (F1) 1977

Just like Me: Disabled and Non-Disabled Students in Transition explores the relationship of two college students, one disabled and one non-disabled. The 30-minute video tape dramatically brings into focus the major adjustments faced by all students, addresses the problem of stereotypic thinking and emphasizes the common bonds of youth as they make the transition to college life. The program has been used very successfully in a wide variety of settings to stimulate discussion about attitudes between disabled and non-disabled students, thereby opening up opportunities for new relationships, regardless of physical ability. It is also an excellent awareness training tool for health care professionals. A joint production of the University of Arizona Student and Disabled Students Services, Division of Student Affairs, the program was awarded first prize in the 16-state western region by the Academy of Television Arts and Sciences in 1985.

PHYSICALLY DISABLED

Curriculum Guides

1) COTTAM, Philippa J. and Andrew Sutton, Eds.

Conductive Education: A System for Overcoming Motor Disorders: Dover, NEW HAMPSHIRE : Croom Helm, Ltd.
1986 232 pgs.

The Basic Philosophy of conductive education indicates that a motor disorder is a learning problem that can be overcome and does not have to be a "handicap." The aim of conductive education for a given individual is the achievement of orthofunction, defined here as "the ability to enter the normal setting of school or work without artificial aids, wheelchairs, ramps, etc." Even for persons with Parkinson's disease or cerebral palsy, this system promises a good chance at mobility and independence.

Does it deliver on the promise? That will need to be evaluated by therapists reading the volume and in contact with new developments of a similar genre, but the conductive education institute in Hungary (founded by Andras Peto) claims orthofunction for 70% of the persons coming through its doors.

This volume is the first on the topic written in English, and so may hold interest for many who have not previously been able to read fully about this approach before. Of special utility, then, is the fact that this edited collection presents not merely one viewpoint but the views of many. It includes developments in and out of Hungary and problems/prospects with the theory itself.

2) LOMBANA, Judy H.
McCURNIN, Elisabeth Eds.

Success for Physically Disabled Students
Florida Department of Education 1982

Although opportunities in education and employment have increased in the past several years, handicapped people remain severely underemployed and undereducated in comparison with the general population. Handicapped students are not being provided the career education they need at the elementary and secondary levels. Consequently, the vast majority of these students complete school without the needed skills--vocational, personal and social--to participate productively in society.

This project is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with orthopedic, neuromuscular or chronic health problems.

Trainers' Guides

1) PARETTE, Jr., Howard P.

"Management Strategies of Orthopedically Handicapped Students" Teaching Exceptional Children
Summer 1986 18:4 pgs. 282-286

For students with cerebral palsy, rheumatoid arthritis, muscular dystrophy, spina bifida, or other types of orthopedically disbaling conditions, life in a schoolroom may prove awkward and at times socially incapacitating. Sensitive teachers can, however, do a great deal toward making the classroom experience physically pallatable.

Presented in this essay are several concrete physical management strategies for the classroom teacher to employ. Primary emphasis is on the individual who uses a wheelchair: how the teacher might assist him in repositioning his body within the chair, and how often that might be necessary; approaches to negotiating the toilet--lift approaches that will help the teacher get the job done efficiently; and basic transfers, as from the wheelchair to the floor for some type of motor activity.

Additionally, many outside resource guides that may be of assistance are listed with the article.

2) NATHANSON, Robert

"Counseling Persons With Disabilities: Are the Feelings, Thoughts, and Behaviors of Helping Professionals Helpful?" The Personnel and Guidance Journal
December, 1979 Pgs. 233-237

Seven counseling "syndromes," with illustrative vignettes, focus on some of the feelings, thoughts, and consequent verbal and nonverbal behaviors of counselors working with physically disabled clients. Nathanson urges counselors and other helping professional to become aware of their feelings and thoughts, and to monitor their interactions with disabled clients so that existing beliefs and biases will not interfere with positive client growth.

Films

1) Ability - Not Disability, No. 11: With Families
(UMN) 1975

Family cooperation may be difficult to forge in the average family, but in a home with a handicapped parent, it is crucial. This film is helpful in presenting clues which will encourage the child to participate, indirectly teaching him the satisfaction of helping make a home run well. A variety of play activities are also presented which would be easily supervised by the handicapped parent.

2) Ability - Not Disability, No. 12: With Acceptance
(UMN) 1975

True acceptance of a disability is difficult to achieve. With recognition of a disability as a part of life's circumstances and not as a horrible fate, the handicapped person can function in a meaningful way again. This film deals with the stages of acceptance and the difficulties along the way.

3) Educating the Severely and Profoundly Handicapped
(INURTS; INUAVC) 1978

This film shows staff members and handicapped students working together at a school for the severely and profoundly handicapped. Training ranges from development of basic functions, such as eating, to more advanced skills which may be classified as pre-vocational. Individual instruction and group activities are determined by each individual's ability level.

DEAF/ HEARING IMPAIRED

Curriculum and Training Guides

1) LIDDELL, Scott K.

American Sign Language Syntax
Mouton Publishers 1980

American Sign Language (ASL) is the sign language used by most of the deaf in the United States. This type of "signed english' system was designed to help the deaf student learn English. It also has benefits for hearing parents of deaf children. The parents can learn to communicate manually with their children by learning only lists of signs.

2) HEIDINGER, Virginia A.

Analyzing Syntax and Semantics: A Self-Instructional Approach for Teachers and Clinicians
Gallaudet College Press 1984

Teachers and clinicians who work with language-delayed children must have a basic understanding of syntax and semantics. This knowledge enables them to instruct their students effectively as well as evaluate and apply recent research findings, new language curriculums, and new procedures for analyzing language.

In a self-instructional approach, students may pace their accomplishment of the objectives, determine their readiness for testing and complete the work with or without the help of proctors and the instructor. Although the text has been evaluated with graduate students, it should be appropriate for undergraduate students preparing for teaching or clinical work or as inservice training for teachers working with exceptional students.

3) KRETSCHMER, Jr., Richard R.
KRETSCHMER, Laura W.

Language Development and Intervention with the Hearing Impaired University Park Press 1978

This book is one volume in the Perspectives in Audiology Series and represents a major thrust in the series. The series covers many approaches to habilitation, and language and communication are major problems in the habilitation of hearing impaired persons. This volume exemplifies the series by offering both basic information on linguistics and language problems and practical information that can be applied to intervention methods.

4) STRENG, Alice H.
KRETSCHMER, Jr., Richard R.
KRETSCHMER, Laura W.

Language, Learning and Deafness: Theory, Application, and Classroom Management
Grune and Stratton 1978

This book purports to meet many new demands on our schools by providing the educator with a framwork for setting instructional goals and by suggesting remedial strategies that could ensure their fulfillment. The focus of this book is on language.

The text is the result of the collaboration of three people with diverse but complementary backgrounds.

5) NAIMAN, Doris W.

Curriculum for Multiply Disabled Hearing-Impaired Students National Association of the Deaf 1982 179 pgs.

This curriculum is based on the Social Learning Curriculum developed by D. Herbert Goldstein at New York University's Curriculum Research and Development Center in Mental Retardation. It is organized into six phases, each of which relates to a personal-social skill. The phases, Drinking and Pouring, Eating, Dressing, Toileting, Personal Care and Preparation,and Clean Up are each in a separate book of the curriculum. Each phase is divided into separate parts called aspects. These aspects - perceptual motor, social learning and concept formation - are developed across the six phases and are included in each of the six books of the curriculum.

The curriculum has a clear and well written teacher's guide and is organized well for developmental learning of the severely handicapped. It identifies objectives and mini-objectives and is very specific in its suggestions for materials, preparation, teacher information and teacher actions, including what a teacher is to say and sign for each phase and aspect.

6) FRIEDMAN, Meryl

"Remediation of Intonation Contours of Hearing Impaired Students" *Journal of Communication Disorders*
Aug. 1985 18:4 pgs. 259-272

Persons with hearing problems frequently also have difficulty in producing correct intonation contours when speaking. Discussed are programs that are designed to assist with this matter of correct intonation. A model program is also described in some detail, one employing both systematic sequencing of training steps as well as utilizing sensory aids to provide visual or tactile feedback of contour production.

Case studies of 3 individuals are provided as examples, and use of a microprocessor in evaluation is explained. Tips on basic speech training are also included.

7) LOMBANA, Judy H.

Success for Students With Visual or Hearing Impairments FloridaDepartmentofEducation 1982

Although opportunities in education and employment have undoubtedly increased in the past several years, handicapped people remain severely underemployed and undereducated in comparison with the general population. Handicapped students are not being provided the career education they need at the elementary and secondary levels. Consequently, the vast majority of these students complete school without the needed skills- vocational, personal and social - to participate productively in society.

The responsibility for many aspects of students' career education has fallen to school counselors. Unfortunately, most counselors have had little or no trainiing or experience in working with handicapped students. Although they are willing, many counselors feel unsure where to begin.

This project is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with visual or hearing impairments.

8) KAPLAN, Harriet; BALLY, Scott; GARRETSON, Carol

Speechreading: A Way to Improve Understanding
Gallaudet College Press 1985 521 pages

This book provides an overview of current methods for teaching speechreading. Included in the introduction is a concise, informative presentation of the history of speechreading. The practical information discussed in the text is of special value to hearing-impaired individuals and their families.

9) LOWENBRAUN, Sheila;
APPELMAN, Karen I.
CALLAHAN, Judy Lee

Teaching the Hearing Impaired: Through Total Communication
Charles E. Merrill Publishing Company 1980

This book is designed to be used by teachers and prospective teachers of hearing impaired individuals as a systematic way of teaching language skills. It is impossible to intelligently plan, adapt and evaluate language instruction programs without some background on theoretical and research-based knowledge of normal and deviant language development. Communication modes are examined from a theoretical and research base.

General Information

1) MARTIN, David S. Eds.

Cognition, Education and Deafness: Directions for Research and Instruction 198 xvi 232 pgs.

The relationship of cognitive ability to deafness may at first seem distant to the layperson, but research has shown the two to be clearly related. Persons who are profoundly deaf often have difficultites on short-term memory tasks, analogical reasoning and even in normal concepts of spatial reasoning (tending to be more field dependent). Each of these areas persents its own challenges to persons developing training materials and to researchers seeking to understand how the brain works and how that interacts with certain disabling conditions.

For researchers in the area of deafness, for practitioners working in the field of education for deaf persons, numerous valuable materials are presented here from top researchers. Much of the material relates significantly to intervention programs for the classroom, including cognitive operations programs, problem-solving or heuristic programs, programs to develop thinking through language and the manipulation of symbols, metacognitive programs and programs to stimulate divergent thinking. A considerable amount of literature review infuses the text as well.

2) BODNER-JOHNSON, Barbara

"The Family Environment and Achievement of Deaf Students: A Discriminant Analysis" Exceptional Children
Feb. 1986 52:5 pgs. 443-449

To what extent can familial concern and interactions influence the academic achievement levels of young persons who are deaf? In this study, discriminant analyses were utilized to make inquiry of the situations of young persons with high and low academic performance in several areas - reading comprehension, mathematics concepts, and mathematics computation.

Semi-structured home interviews collected data, with family environment variables first noted and then considered as predictor variables. A number of apparent family interactions seemed to correlate with academic situations: e.g., families where parents had adapted well to the child's deafness, were involved in the deaf community, and tended to be permissive rather than over protective produced more children who were strong readers than did other families.

Suggestions for programs and implications for professional preparation are discussed.

3) PICHENY, Michael A.

"Speaking Clearly for the Hard of Hearing: Intelligibility Differences Between Clear and Conversational Speech" Journal of Speech and Hearing Research March, 1985 28:1 pgs. 96-102

Frequently individuals speaking to persons who are deaf or hearing impaired alter their speech in an attempt to be heard. Research undertaken here was aimed at uncovering whether attempting to speak especially clearly was useful over simple conversational speaking. Listeners in the experiment included 5 individuals with sensorineural hearing losses. Three male speakers vocalized nonsense sentences formally and then conversationally, with comprehension then tested in the listeners.

Findings suggested that clear speech was useful over conversational speech by about 17 percentage points difference in comprehension rate.

Reference and Resource Materials

1) ORLINS, Harold

Adjustment to Adult Hearing Loss
College-Hill Press 1985 204 pages

This book provides an overview of the experiences, issues and problems faced by people whose lives are changed by hearing impairment. These effects of hearing loss are described from the perspective of the people who have the hearing problem and from the perspective of hearing family members as well.

Incidence and prevalence data are provided along with discussion about difficulties in achieving accurate estimates. Ssocial and psychological effects of hearing loss are described in several thought-provoking chapters including personal accounts of a husband and wife in their attempt to cope with a precipitous and profound hearing loss. Information is given about amplification devices and speechreading in the context of their appropriateness for elderly hearing impaired people. Also covered is developing self-help support systems for mildly hearing impaired people. This book also includes much useful information and suggestions for further research.

2) MARTIN, David S.

Cognition, Education and Deafness: Directions for Research and Instruction
Gallaudet College Press 1985 232 pages

This book is a compact collection of papers presented, analyzed and synthesized at the International Symposium on Cognition, Education and Deafness held in June of 1984 at Gallaudet College in Washington DC.

The chapters cover only a fraction of the research in the topic areas, yet sufficient information is available for the reader to grasp the impact of certain cognitive styles, strategies and processes on the total learning ability of hearing impaired individuals. One of the most important recurrent themes is that the development of cognition requires a meaningful and stimulating environment in which the hearing-impaired can explore and interact with significant others by means of a fluent communication system. This lays the foundation for acquiring language, and subsequently reading and writing skills.

3) OYER, Herbert J. (Ed.)

Communication for the Hearing Handicapped: An International Perspective University Park Press 1976

The objective of this book is to present to the reader a systematic comparative description of the manner in which habilitation-rehabilitation is carried out around the world for persons who sustain hearing loss with related communication handicaps. Its input is made by individuals who are working or have worked in some capacity in habilitation-rehabilitation of hearing handicapped people in each of the countries represented.

4) QUIGLEY, Stephen P. , PAUL, Peter V.

Language and Deafness
College-Hill Press 1984

This book is useful to anyone seeking an in-depth introduction to language development in the deaf. It is most particular to student teachers and clinicians and practicing teachers and clinicians who bear most of the responsibility for fostering development both directly and in their training and counselling of parents.

5) AUERBACH, Jill

One-to-One Lipreading Lessons for Teenagers; One-to-One Lipreading Lessons for Kids 7-12; One-to-One Lipreading Lessons for Adults
Charles C. Thomas 1984 70 pages

These books have been constructed for teaching lipreading on a one-to-one basis. The author suggests that a heavy sheet of clear acetate be placed over the student's page so marks can be made on it rather than on the page itself. The acetate sheet can then be cleaned after each lesson and thus made ready for future use.

The books yield every possibility for use at home by parents, siblings, or spouses. Thus their usefulness is not confined to the classroom or clinic session. This affords the opportunity for extra practice and skill development.

6) KING, Cynthia M., QUIGLEY, Stephen P.

Reading and Deafness College-Hill Press 1985

The authors surmise that improved reading for deaf people requires the following: prereading development of real-world knowledge, cognitive abilities and linguistic skills comparable to those of prereading hearing individuals; development of techniques for teaching reading that are related to the communication mode of the deaf individual, which is usually visual rather than auditory; development of reading materials that match the real-world knowledge and linguistic skill of the deaf more closely than do most of the materials developed for hearing individuals.

7) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students:*
Volume II-D: Hearing Impaired: Deaf and Hard of Hearing
Florida Department of Education, Bureau of Education for Exceptional Students

Films

1) *Teaching Speech to the Profoundly Deaf, No. 1 - Introduction* (USBEH; NAVC) 1974

Provides an orientation to the entire series of 42 films, including description and illustrations of: purpose; content; teaching approaches (synthetic/ analytic and multisensory); techniques of verbalization; and a structure of teaching speech in general situations, as well as specific speech lessons.

2) *Teaching Speech to the Profoundly Deaf, No. 2 - Introduction: Speech Model, Part 1* (USBEH; NAVC) 1974

Describes and illustrates a speech model used for explaining both the learning of speech skills and the teaching seen in the entire 42-film series. Demonstrates the modelthrough the Presentation and Imitation States including a demonstration of shaping.

3) Teaching Speech to the Profoundly Deaf, No. 3 - Introduction: Speech Model Part 2

Continues to describe and illustrate the speech model used for explaining both the learning of speech skills and the teaching seen in the entire 42-film series. Treats the Imitation Stage to the Production Stage (where a speech skill is habituated) and finally to the Automatic Production Stage.

4) Teaching Speech to the Profoundly Deaf, No. 4 - Introduction: Speech Model Part 3

Concludes the description and illustration of the speech model used for explaining both the learning of speech skills and the teaching seen in the entire 42 film series. Shows the progressions of learning a speech skill through the three phases of the model. Thirty-eight additional films providing detailed illustrations of teaching techniques complete this series.

Curriculum Guides and Training Guides

1) HUMES, Larry E.
DIRKS, Donald D.
BELL, Theodore S.
AHLSTROM, Christopher
KINCAID, Gail E.

"Application of the Articulation Index and the Speech Transmission Index to the Recognition of Speech by Normal-Hearing and Hearing-Impaired Listeners"
Journal of Speech and Hearing Research
December 1986 Volume 29 pages 447-462

The present article is divided into four major sections dealing with the application of acoustical indices to the prediction of speech recognition performance. In the first section, two acoustical indices, the Articulation Index (AI) and the Speech Transmission Index (STI), are described. In the next section, the effectiveness of the AI and the STI in describing the performance of normal-hearing and hearing-impaired subjects listening to spectrally distorted (filtered) and temporally distorted (reverberant) speech is examined retrospectively. In the third section, the results of a prospective investigation that examined the recognition of nonsense syllables under conditions of babble competition, filtering and reverberation are described. Finally, in the fourth section, the ability of the acoustical indices to describe the performance of 10 hearing-impaired listeners, 5 listening in quiet and 5 in babble, is examined. It is concluded that both the AI and the STI have significant shortcomings. A hybrid index, designated mSTI, which takes the best features from each procedure, is described and demonstrated to be the best alternative presently available.

2) SCHIEFELBUSCH, Richard L. (Ed.)

Bases of Language Intervention: Language Intervention Series Volume I
1978 University Park Press 478 pgs.

This book provides, in several critical respects, a continuation of an integration begun in 1973 at the Chula Vista Conference on Language, which resulted in the book, Language Perspectives--Acquisition, Retardation, and Intervention.

The academic orientations used in this extensive discussion are eclectic in nature. The assumption is that a language interventionist must draw on a number of important sources in designing an effective language intervention. The emphasis must be upon the competence of the model and, ultimately, upon the adaptive changes effected. The nature of the undertaking and the emphasis upon results removes the undertaking from the elegance of a laboratory design and possibly from the tidiness of a single theoretical system. This prerogative, however, may be offset by the implicit freedom to design, to implement, to observe, and to interpret results and to modify the interventions in indicated ways. The inspiration that experimental and clinical intervention research provides for its participants is important, and the contributions of the language interventionists are likely to lead to additional useful perspectives on language as a system of human behavior, as well as to theories of language and cognition per se.

3) FLOWERS, Ann M.

The Big Book of Language Through Sounds: (Third Edition) 1986 The Interstate Printers & Publishers, 312 pgs.

Intended for the speech-language pathologist who wants to combine phonetic structure with elements of language development, this volume integrates those two disciplines in meaningful lessons. It is packed with information intended for use in teaching.

Noting the dearth of available materials, the author has attempted to provide materials that include a carry-over for stabilization of consonant sounds, a series of language activities pertaining directly to phonemes the instructor is likely to be stressing, and materials emphasizing the use of morpheme markers, idioms, synonyms, auditory recall and other skills commonly learned with difficulty by the individual with learning disabilities.

Categories for the individual's development include auditory discrimination, names of persons, sentence lists, and stories presenting phonemes in context. Additionally, naming activities, language-oriented materials, and listening/attending activities characterize text presentation. Designed with the needs of the practicing clinician in mind, this well-illustrated, inexpensive text appears to offer considerable substance for the quantity of information provided the reader. Worksheet-study type presentation characterizes the text, making much of it directly usable by students as well. A recommended text.

4) RICE, Mabel L.
KEMPER, Susan

Child Language and Cognition
1984 University Park Press 160 pages

This book presents a clearly written, well developed perspective of current thought on the interrelationship of child language acquisition and cognitive development. The authors' intention was to create a text to serve as a primary source or secondary reference text for students and professionals interested in a synthesis of theories on early communication development. This they have successfully done.

Throughout the text, the authors draw from examples of normal, disordered, and deviant language-learning children to provide practical illustrations to elucidate the theories under discussion. This text is recommended as a valuable resource for students and practicing professionals involved in spoken language development with the hearing impaired.

5) MUSSELWHITE, Caroline R.
ST. LOUIS, Karen W.

Communication Programming for the Severely Handicapped: Vocal and Non-vocal Strategies
1982 College-Hill Press 325 pgs.

6) LUTERMAN, David

Counseling the Communicatively Disordered and Their Families 1984 Little, Brown & Co. 193 pgs.

This book is a welcome addition to the library of speech pathologists and audiologists as well as educators, counselors, and psychologists who work with clients with communication disorders. The author's intent of demystifying the counseling experience and encouraging clinicians to feel more comfortable in allowing affect to enter the client-professional relationship is applaudable. Luterman draws heavily on his experiences in audiology, in the field of hearing impairment, and in working with parents. The result is a text that is a combination of philosophy, psychology, and practical information for the clinician.

The first chapter is addressed specifically to speech pathologists and audiologists. The author clearly states his definition of counseling as "an educative experience occurring between people, which is problem-centered and allows for the expression of feeling (affect), permitting and encouraging growth in both parties." He then goes on to discuss the implications of counseling models common to speech pathologists and audiologists.

Similarly, the second chapter includes the existential model and issues in counseling. A highlight of this chapter is the discussion of issues such as building "client responsibility" and the notion of being a "rescuer" for the disabled client. Given the state of the field at this time, the manner in which these topics are addressed is just one example of Dr. Luterman's insight in dealing with parents of young children.

In the next chapter, Erickson's eight stages of man are presented as a framework to discuss the child with a communication disorder in light of normal child development. Further, this life cycle model is applied to the development of a healthy counseling relationship with the child and his or her parents.

Just at the point where the reader might ask "What can I do?" the author addresses the practice of counseling. The next few chapters include the topics of individual counseling, groups, parents, and families. Each area is covered with textbook information as well as first-person experiences. That is, Dr. Luterman provides the appropriate counseling terms and definitions. At the same time, for each technical term he gives a real life example of what a child, parent, or member of a group said and how he or she dealt with it. Some reflection is also offered on possible alternative response strategies. In the final chapter the author suggests applying a humanistic approach in educating the student-clinician.

7) CAMPBELL, Thomas F.
McNEIL, Malcolm R.

"Effects of Presentation Rate and Divided Attention on Auditory Comprehension in Children with an Acquired Language Disorder" Journal of Speech & Hearing Research
Dec., 1985 Vol. 28:4 Pgs. 513-519

Youngsters with language difficulties almost invariably show marked improvements in comprehension levels when rate of speech presented to them is slowed. In this study, paired sentences presented by one male and one female speaker were presented in sequence to youngsters having acquired language disorders who were participataing in other tasks. Two situations were used to measure comprehension: one in which both sentences were presented at normal rates of speech, and one when the first sentence was given more time, but the second sentence was presented at normal rate.

Findings showed that slowing the first sentence added to comprehensibility of the second, even though the second was not slowed. The authors argue that these results are not supported by a theory of generally slowed auditory processing but that they do hold with a model of defective attention allocation. Tables and charts present data.

8) HOLLAND, Audrey L. (ed.)

Language Disorders In Adults: Recent Advances
1984 College-Hill Press 335 pgs.

In this volume, some old problems such as aphasia are presented in a variety of new ways. Other problems, notably language disorders in dementia, closed head injury, and in patients with right-hemisphere damage, are singled out and emphasized as different from, and justifiably separated from, the aphasias that result from focal damage, usually to the left hemisphere. The coverage of non-speech language and communication in adults reflects a broadening of perspective in a field that used to be held in thrallby the spoken and written word and their respective forms of comprehension. This volume puts adult language disorders into their appropriate lifespan developmental context. Throughout the book, concern for the patient-as-a-person is manifested.

Robert J. Wertz opens the book with a comprehensive overview of language disorders of adulthood, stressing recent trends in their study, diagnosis, and treatment. A crucial feature of Wertz' review is its breadth, and its inclusion of some new concerns, such as the language of schizophrenia, usually ignored by speech/language pathologists. This chapter may well influence the direction of adult language pathology for some years to come.

G. Albyn Davis' chapter on normal adult language has the very difficult goal of summarizing a broad literature on language and normal aging, most of it coming from other disciplines, including geriatric psychology and sociology. His conclusion that surprisingly little of real substance is known about how language might change across the adult lifespan is a sobering one. Nevertheless, Davis has carefully described the crucial issues and has suggested many areas for future research, in addition to suggesting strategies for such study.

Nancy Helm-Estabrooks has been responsible for the development of techniques specifically directed to such patients and has been careful to quantify their effectiveness. In her chapter on severe aphasia in this book, she shares not only her approaches to such patients, but also her unique way of thinking about them.

Penelope Meyers has broken new ground with her comprehensive chapter on the problems of patients who have incurred right-hemisphere deficits.

Kathryn Bayles has filled a similar need with her broad overview of dementia. Dementia is another problem that has recently begun to attract the attention of speech-language pathologists who work with adults.

9) MAASSEN, Ben

"Marking Word Boundaries To Improve The Intelligibility Of The Speech Of The Deaf" Journal of Speech and Hearing Research June, 1986 Vol. 29 Pgs. 227-230

Speech of deaf talkers has often been characterized as staccato, leading to the perception of improper grouping of syllables. In an attempt to compensate for this syllabication, word boundaries of 30 sentences spoken by 10 deaf children were acoustically marked by means of silent pauses with a duration of 160 ms inserted between words. Subsequent tests with normal-hearing listeners demonstrated that after insertion of pauses the intelligibility of the sentences increased significantly ($p < .01$) from 27% to 31%. A control measure showed that this increase was not merely due to a general deceleration of speech rate: When all phonemes were lengthened until the same sentence duration was obtained as after insertion of pauses, a (nonsignificant) decrease in intelligibility ($M = 26\%$) resulted. The results are compared to earlier studies of speech of the deaf in which segmental and suprasegmental aspects were manipulated.

10) MOWRER, Donald E.

Methods of Modifying Speech Behaviors
1977 Charles E. Merrill Publishing Co. 338 pgs.

This book represents relevant materials pulled together from the field of learning theory, which should enable speech and language pathologists to incorporate basic principles into practical therapy methods.

A central theme reoccurs throughout this book: an empirical approach to the solution of problems. Speech pathology is viewed as a branch of the behavioral sciences.

11) MOUNTAIN, Lee

"Releasing The Remedial Reader's Creative Power" _Journal of Learning Disabilities_
Jan., 1986 Vol. 19:1 Pgs. 5-7

Youngsters who are behind in reading, whether due to learning disabilities or other situations, are--this author indicates--often drowned in drillwork. Presented here are creative approaches to stimulating more positive reading experiences for such youngsters.

Three discussed in particular include inventiveness games (e.g., "think of new uses for familiar objects"), branched fiction (stories deliberately written with several optional sequences, thus elevating reader choice and involvement), and pantomine (creative dramatics). The value and implications of each of these approaches is discussed.

12) _A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Vol. II-C: Speech and Language Impaired_. July, 1979
78 pgs.

The intent of Volume II-C is to provide Florida's school districts with recommendations and suggestions for the development, management, and evaluation of programs for the speech and language impaired. This volume is organized in a format similar to the district procedures outline. The Florida State Board of Education Rules and federal regulations are stated at the beginning of most of the sections.

13) _A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Vol. III-E: Alternative Communication Systems for Non-Vocal Students_
State of Florida, Department of Education 1982 132 Pgs.

This manual was developed by the Communication Systems Evaluation Center with the need to provide evaluation services for students who exhibit nonvocal or unintelligible speech as a result of severe neuromuscular disorders.

Speech Assessment Materials

1) DANILOFF, Raymond G. (Ed.)

Articulation Assessment and Treatment Issues
1984, College-Hill Press, 290 pgs.

This edited book, dedicated to the memory of Dr. Thomas Shriner, Jr., is potentially of greatest help to speech pathologists, university professors, graduate students, and researchers. The final two chapters are relevant primarily to therapists and researchers working with stutterers and would not normally be of interest to those working with the hearing impaired. However, some chapters in the book do relate quite well to current speech teaching with the hearing impaired.

In Chapter 1, Hoffman and Schuckers provide a common sense approach to teaching speech sounds in context, with ideas for facilitating generalization. In Chapter 2, Hodson and Paden give a good summary of theories of phonologic development and a good rationale for when to use a phonological processes approach in teaching speech. In Chapter 3, on coarticulation and phonetic context, the authors provide further support for the use of early amplification and an auditory/oral approach to provide the child with early language perception experiences crucial to acquiring "normally coarticulated" speech. They also support the use of a speech program carefully graded in complexity similar to the Ling model of subskill attainment. The McNutt and Hamayan chapter (4) discusses the classifications of misarticulating children using nonarticulatory measures.

In Chapter 7, Harris points out that written transcriptions are inadequate to describe a child's exact articulation movements. Goebel and Kaufman (Chapter 8) argue that "ordinary articulate speech" need not be completely accurate to be perceived correctly. This is supported by Lubken (Chapter 9), who presents Lindblom's teleological theory of the speaker's goal of "minimal distinctiveness" based on listener expectations. This view could have implications on work with hearing-impaired speakers' speech intelligibility.

Baer and Alfonso (Chapter 10) give a tempting look at simultaneous measurements of various aspects of speech production. Schiavetti (Chapter 12) gives a clear, well written account of current uses of scaling procedures in speech, language, and hearing research.

2) KHAN, Linda

Basics of Phonological Analysis and Applications of Phonological Analysis (2 Books)
1985 College-Hill Press 266 &255pgs.

Khan provides a programmed learning approach to phonological process analysis in a two-text series. BASICS OF PHONOLOGICAL ANALYSIS is designes to provide the user with instruction and practice in identifying sound changes in words and assigning phonological processes to the sound changes. APPLICATIONS OF PHONOLOGICAL ANALYSIS is a follow-up text providing additional practice in identifying and assigning phonological processes. It goes beyond the basic skills taught in the first text by providing instruction in computing percentage of occurrence of phonological processes, completing a phonetic inventory from speech samples, using results of analysis to select treatment goals. Minimal background in clinical phonology is required for completing the two texts.

Because teacher preparation programs in education of the hearing impaired typically provide no training in phonological (process) approaches to assessment and intervention, Khan's texts help meet the need of many inservice teachers who are unfamiliar with such an approach. The texts can also serve as readings for speech courses offered to undergraduate or graduate preservice personnel in education of the hearing impaired.

Since traditional approaches to teaching speech to the hearing impaired, including the Ling method, are based on motor speech theory, it is important that users of these texts become knowledgeable about the theoretical and therapeutic differences between a phonologic and a traditional motor speech (phonetic) approach to speech teaching. This will avoid confusion between a phonologic approach as presented by Khan and phonologic-level speech teaching according to Ling. Although applied phonologic research with the hearing impaired is limited, preliminary findings indicate a phonological process approach may well be a viable way to assess and help improve the speech of hearing-impaired children and youth.

3) MIRENDA, Patricia L.
DONNELLAN, Anne M.

"Effects of Adult Interaction Style on Conversational Behavior in Students With Severe Communication Problems" Language, Speech, & Hearing Services in Schools
April, 1986 Vol. 17:2 Pgs. 126-141

Problems in conversational interactions often typify the situation of youngsters with communication disabilities, particularly when the communication problem arises out of such disabling conditions as autism and mental retardation. While the usual assumption is that these difficulties arise out of cognitive deficits, it has been conjectured that the type and level of conversational interaction the child has may play a significant role.

That theory is here explored, using a small group of adolescents with communication difficulties as its experimental subjects. Researchers wanted to determine if quality or quantity of verbal output would be affected by the conversational approach used by the adult in the situation. Findings show that a facilitative rather than a directive (or question-based) approach produced strongly positive results. Implications are discussed as related to future intervention efforts and research needs.

4) TRUDEAU, Michael D.

"A Comparison of The Speech Acceptibility of Good and Excellent Esophageal and Tracheoesophageal Speakers" Journal of Communicative Disorders
1987 Vol. 20 Pgs. 41-49

Thirteen esophageal speakers (8 male, 5 female) and 12 tracheoesophageal (t-e) speakers (7 male, 5 female) were placed into eight groups based on gender, voice type, and speaking proficiency (excellent or good). Audio recordings of each speaker reading the Rainbow Passage (Fairbanks, 1960) were made. The resultant samples were judged for acceptability of speech by 25 naive listeners trained in use of a five-point equal-appearing-interval scale. An analysis of variance of the listener data indicated that speaker proficiency but not voice type had a significant effect on judgements of acceptability, indicating that the listeners perceived no difference in the acceptability of esophageal and speech.

5) CRYSTAL, David
FLETCHER, Paul
GARMAN, Michael

The Grammatical Analysis of Language Disability: A Procedure and Remediation 1976 Elsevier 231 pgs.

This series is the first to approach the problem of language disability as a single field. It attempts to bring together areas of study which have traditionally been treated under separate headings, and to focus on the common problems of analysis, assessment and treatment which characterize them. Its scope, therefore, includes the specifically linguistic aspects of the work of such areas as speech therapy, remedial teaching, teaching of the deaf and educational psychology, as well as those aspects of mother-tongue and foreign-language teaching which pose similar problems. The research findings and practical techniques from each of these fields can inform the others, and we hope one of the main functions of this series will be to put people from one profession into contact with the analogous situations found in others.

6) ABKARIAN, G. G.

"Object Grouping Strategies by Adults: Evaluating a Class Act" *Journal of Speech and Hearing Disorders*
May, 1986 Vol. 51 Pgs. 110-119

Eighty unimpaired adult subjects were exposed to the iconic-symbolic (I-S) subtest (Muma & Muma, 1979), an instrument designed to provide evidence regarding object grouping processes in clinical populations. I-S instructions and a revised (REV) instruction were employed. Subjects were also asked to provide a rationale statement for each object grouping. The 2,880 rationale statements thus generated were analyzed on the isomorphism between the statements and the object grouping criteria presumed by the I-S test design. Significantly higher isomorphic levels occurred under REV instructions, although fewer than one-half of the REV subjects performed at the cognitive (i.e., symbolic) stage defined and predicted by the I-S protocols. Subjects demonstrated an overwhelming preference for the formation of taxonomic classes rather than for schematic-based object groupings as has been argued by some writers. Analysis of rationale statements strongly suggested that three major strategies were employed by individual subjects in the establishment of object classes: an intensional, an extensional, and a mixed intensional-extensional strategy. It was concluded that (a) adult subjects show a range of classification strategies, (b) those strategies are best described by using something other than an iconic-symbolic dichotomy, and (c) classification tasks devoid of a rationale component may foster incomplete and potentially distorted conclusions concerning grouping abilities and underlying processes.

7) NICHOLAS, L. E.
MacLENNAN, D. L.
BROOKSHIRE, R. H.

"Validity of Multiple-Sentence Reading Comprehension Tests For Aphasic Adults"
Journal of Speech and Hearing Disorders
Feb., 1986 Vol. 51 Pgs. 82-87

This study assessed the passage dependency of multiple-sentence reading test items from the Boston Diagnostic Aphasia Examination (Goodglass & Kaplan, 1983), the Minnesota Test for Differential Diagnosis of Aphasia (Schuell, 1965)< Examining for Aphasia (Eisenson, 1954), the Reading Comprehension Battery for Aphasia (LaPointe & Horner, 1979), and the Western Aphasia Battery (Kertesz, 1982). More than half of the test items from these reading tests were answered correctly by a significantly greater than chance number of both aphasic and non-brain-damaged adults without reading the passages whose comprehension the items purported to test. These results suggest that published tests for assessing aphasic persons' comprehension of multiple-sentence passages do not provide valid estimates of such persons' ability to comprehend information from printed texts.

Resource Material

1) McFARLANE, Stephen C.
FUJIKI, Martin
BRENTON, Bonnie

Coping with Communicative Handicaps: Resources for the Practicing Clinician
1984 College-Hill Press 171 pgs.

Throughout this text the authors emphasize the need for speech pathologists to be aware of a considerable number of interpersonal and technical problems they will encounter in their work. They emphasize that the clinician needs to be cognizant of the feelings and attitudes of the patient, the parents, and other involved professionals. Clinicians must recognize the pain of the patient and of the parents as well as the position and importance of other professionals as members of the team.

Step by step, with examples and anecdotes, the book describes how these problems, if unresolved, interfere with helping patients. The authors formulate suggestions and give management directives and solutions to avoid, work with, and/or otherwise cope with problematic people issues. Each of the seven chapters discusses a major problem area: counseling parents to accept their handicapped child; helping parents understand diagnostic evaluation; giving parents a understanding of their child's language disorder; working with parents of children with voice and fluency disorders; coping with the reluctant client; and finally, working with other professionals.

Considerable advice is given on how the clinician should manage and relate to each problem area. For example, it is important for the clinician to allow the parents to express their painful feelings without being judgemental and to aid the parents in accepting the child's disorder. At times the book's advice is redundant and overly simplistic. Frequently, the authors tell the speech pathologists what kind of personality they should assume in working with the child, the parents, and other professionals. The authors usually dictate a behavioral, cognitive approach to resolve problems. At times there is the impression that they are telling the clinicians to adopt a particular personality style regardless of who or what they are.

In many ways this book is a reflection of our times: It gives quick, concrete answers to specific questions; it emphasizes the here and now, the place of modeling to help the patient and, in general, how to use a road map to attain positive therapeutic results. Many of the suggestions are elementary directives that should be known by the novice and certainly by the experienced clinician. Perhaps we need to be reminded from time to time of the basic tenets for working with people, handicapped or otherwise. Although this book is probably intended for the clinician, its nontechnical, simplistic style may be of interest to all involved with the handicapped, including parents and non-speech pathologists.

Although one might take issue with its oversimplification of how to resolve the multitude of emotional-interactive problems involved when working with a patient, it is difficult not to like this book. The authors remind us that the treatment of any individual does not take place in a vacuum and that clinicians must be aware of and work with a variety of interpersonal issues other than the patient's if they wish treatment to be successful. The materials in the book appear based on considerable clinical experience and, most often, the advice given is sound and potentially helpful, especially to students just beginning their training. There is, however, one serious problem: It usually takes well-trained psychotherapists years of experience and supervision before they are able to use the advicegiven inthisbook.

2) CULTON, Gerald

"Speech Disorders Among College Freshmen: A 13-Year Survey" *Journal of Speech and Hearing Disorders*
July-August, 1986 Vol. 51:1 Pgs. 3-7

Thirteen years of collecting data went into this report. Students participating were evaluated for speech disorders and queried regarding recovery from previous disorders. What types of therapy had worked? What therapies had not worked? How many still needed therapy?

Findings showed 2 1/2% with a speech disorder and slightly less than that who had recovered from earlier disorders. Articulation therapy appeared to be the most effective therapy.

Other results are detailed with implications discussed. An appendix includes the screening form utilized.

3) STRASSMAN, Barbara K.
KRETSCHMER, Robert E.
BILSKY, Linda H.

"The Instantiation of General Terms By Deaf Adolescents/Adults" Journal of Communication Disorders
1987 Vol. 20 Pgs. 1-13

Two studies were conducted using severely and profoundly deaf high school students to determine their ability to instantiate particular exemplars of general nouns and to use those instantiations as retrieval cues. The results indicated that (1) the deaf adolescents/adults could instantiate when asked to do so but did not do so spontaneously; (2) sentence recall was best when the retrieval cue matched the word used in the original sentence; and (3) recall of sentences in which all information was explicit was better than of sentences in which some information had to be inferred. Impoverished semantic representations, difficulty in integrating semantic representations, and insufficient strategy use were suggested as possible alternative and competing explanations for the obtained results.

4) HIGHNAM, Cliff
MORRIS, Valerie

"Linguistic Stress Judgments of Language Learning Disabled Students" Journal of Communication Disorders
1987 Vol. 20 Pgs. 93-103

This study compared the ability of language learning disabled children and sex/age matched normals to judge the correctness of linguistic stress. Subjects were presented with prerecorded pairs of question-answer trials. In one series they were asked to judge the appropriateness of linguistic stress for each pair. In a second series, they judged semantic appropriateness of the pairs in order to provide a linguistic point of reference for their understanding of the questions. An analysis of variance indicated that the linguistic stress task was more difficult than the semantic interpretation task (p <.001) and that normal children performed significantly better than LD children on both tasks (p <.05). Discussion of the data includes interpretation from both perceptual deficit and symbolic deficit perspectives.

General Information

1) LEBRUN, Yvan

"Tongue Thrust, Tongue Tip Position At Rest, and Sigmatism: A Review" *Journal of Communication Disorders*
Aug. 1985 Vol. 18:4 Pgs. 305-312

How frequently does the tongue thrust mechanism develop in people? How closely does it interrelate to sigmatism? These are among the questions addressed in this essay, which examines available evidence regarding the incidence of tongue thrust swallowing and its potential correlation with tongue tip position at rest and sigmatism.

Significant findings include a discovery that tongue thrust swallowing is the rule rather than the exception in children under 10, and that it does not significantly tie in to low tongue tip position at rest or dental malocclusion. While correct sibilant articulation may be delayed in an individual with tongue thrust, it is not normally prevented.

Research is presented and findings defended.

LEARNING DISABLED

Curriculum Guides

1) VAN ERP, J. W. M.
   HESHUSIUS, L.

"Action Psychology: Learning as the Interiorization of Action in Early Instruction of Mathematically Disabled Learners" Journal of Learning Disabilities
May, 1986 Vol. 19:5 Pgs. 274-279

Ten years of intensive study and research were invested in developing this "interior action" approach to teaching mathematics in young students with learning disabilities. Both Piaget and Russian psychology play a role in the approach, which emphasizes links between material and mental actions, specifically the perceptual actions of visualization and imagination, verbal action, symbolization, and generalization. Processes of symbolization and generalization are illustrated with figures and graphs.

The program developed has been used successfully and extensively in teaching mathematics to youngsters with learning disabilities in the Netherlands. This approach is active while offering a theoretical base. Foundations for the approach are explained thoroughly, along with actual results.

2) TARVER, Sara G.

"Cognitive Behavior Modification, Direct Instruction, and Holistic Approaches to the Education of Students with Learning Disabilities" Journal of Learning Disabilities
June-July, 1986 Vol. 19:6 Pgs. 368-375

A variety of specialized instructional practices have developed over the years for use by teachers working with individuals having disabilities. Presented here is discussion revolving around three such methods: cognitive behavior modification (CBM), direct instruction (DI), and the holistic approach.

3) CAWLEY, John F. (Ed.)

Cognitive Strategies and Mathematics for the Learning Disabled Aspen Publishers 1985

Cognition is an all-encompassing term used as a concept heading for activities such as reasoning, problem solving and thinking, and the multitude of cognitive acts (e.g., discrimination, analogy; transitivity) that are employed when one acts cognitively.

Chapter 1 reviews cognition and the learning disabled. Mainly, the learning disabled seem to be less efficient in the performance of cognitive tasks than lacking the capabilities to perform them. They tend not to use the cognitive abilities they possess.

Chapter 2 is procedural. The thrust of this chapter is the development or explanation of procedures teachers can use to determine cognitive qualities of the learning disabled. This is an important chapter because so much depends on the teacher. A lack of tests and other instrumentation necessitates informal and teacher-made inventories. Chapter 2 is designed to guide the teacher in completing this process.

A behavioral perspective on mathematical learning problems is presented in Chapter 3. Behavioral research is popular in the field of special education, whereas there is only modest interest in mathematics.

Chapter 9 focuses on questions. An inappropriate response may be the result of a poor question, a question that was not interpreted properly, or one that was too difficult. Or the question may not be answered because the learning disabled are not given the time to review the question and generate a response.

Chapter 10 brings together classroom implications for cognition, mathematics, and the learning disabled. The presentation centers on postinstrumental methodology across a variety of topics. An emphasis is placed on computation because it is an important subject and because cognitive principles and practices are so intertwined with computation.

4) DARCH, Craig
GERSTEN, Russell

"Direction-Setting Activities in Reading Comprehension: A Comparison of Two Approaches"
Summer, 1986 Vol. 9 Pg. 235

Two direction-setting activities designed to increase high school LD students' comprehension of important concepts during content area instruction were compared. Subjects were randomly assigned to one of two instructional groups. The first group was taught with prereading activities based on a basal approach to teaching comprehension. The major focus of this condition was on (a) developing student interest and motivation, (b) highlighting the relevance of the passage to the students' past experience, and (c) offering a general introductory discussion. The second group received instruction using an advance organizer in the form of a text outline designed to help students process information from the text. Daily instructional sessions lasted 50 minutes and continued for 9 school days. The dependent measures consisted of (a) three probe tests admimistered at the end of each 3-day unit and (b) a 12-item posttest. Results indicated that on both dependent measures the advance-organizer group significantly outperformed the basal group. The findings are discussed in terms of their implications for the development of teaching strategies for LD students.

5) Educational Programs That Work. A Catalog of Exemplary Programs Approved by the Joint Dissemination Review Panel: Eighth Edition Far West Lab. for Educational Research & Development

To provide basic information on new educational methods and programs, this catalogue describes 315 projects designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education (DOE). The catalogue is divided into 12 categorical sections, including (1) adult education, (2) alternative schools and programs, (3) bilingual and migrant education, (4) career and vocational education, (5) early childhood and parent involvement programs, (6) physical, environmental, and social sciences, (7) educational organization and administration, (8) preservice and inservice training, (9) mathematics and language arts, (10) special education and learning disabilities, (11) fine arts and communication technology, and (12) health, physical education, special interest, and gifted-child programs. Data on each project comprise the title, capsule summary, target audience, description, evidence of effectiveness, financial and implementation requirements, services available, and name and address of a contact person. Projects are indexed by state, categorical section, ERIC descriptors, and title. Appendices list 54 projects added since the catalogue's last edition and exemplary projects that receive DOE funds for disadvantaged or handicapped children or for follow-through programs. (RW)

6) DECKER, Thomas W.
POLLOWAY, Edward A.
DECKER, Barbara Bryundige

"Help for the LD College Student"
Academic Therapy Jan. 1985 Vol. 20:3 Pgs. 339-345

More and more students with learning disabilities are seeking college educations. With this trend, it seems appropriate that more attention is at last being placed on ways the colleges can better respond to the special needs of these students.

Presented here are several such meritorious suggestions, ranging from counseling situations focusing on ways to relieve test anxiety to programs aimed at lessening presumed feelings of inferiority. Improved study habits are another target pointed to for the colleges.

7) HARRIS, Karen R.
GRAHAM, Steve

"Improving Learning Disabled Students' Composition Skills: Self-Control Strategy Training"
Winter, 1985 Vol. 8 Pg. 27

The present study was conducted to determine whether a self-control strategy training procedure was effective in improving learning disabled students' compositions. Training effects on three objective aspects of compositions (number of different action words, action helpers, and describing words) were investigated using a multiple-baseline-across-behaviors nested within a multiple-baseline-across-subjects design. Results indicated that students' use of the selected parts of speech increased substantially above baseline as did mean number of words per story. Additionally, stories written after training received substantially higher quality ratings than those composed during baseline. Generalization and maintenance probes taken up to 14 weeks after training continued to yield positive results.

8) KOLICH, Eileen M.

"Microcomputer Technology with the Learning Disabled: A Review of the Literature" Journal of Learning Disabilities Aug.-Sept., 1985 Vol. 18:7 Pgs. 428-431

Computers have been found to have many uses for individuals with disabilities. Overviewed here are many of the software applications now available for this group, such as the use of the turtle in LOGO to learn geometric designs and mathematical concepts. At the same time, however, the author makes a strong point that computer potential is not matched by high quality software. It is suggested that "educators must become advocates of this innovative instructional tool by supporting computer literacy programs and becoming consultants for researchers and software developers to assure the development of quality software."

9) SICOLI, Thomas R.

"Off-The-Shelf Software with Applications for the Learning Disabled" Journal of Reading, Writing, and Learning Disabilities International
Fall, 1984 Vol. 1:1 Pgs. 21-23

Capsulized are software program applications judged to be of value to individuals with learning disabilities. Full paragraph descriptions of utility and content accompany the names and acquisition information for each piece of software included. Software described relates to reading, spelling, math, hyperactivity, and language. Under each category, more than one piece of software is often described. A total of about 20 software programs are covered, from MECC's "Spelling for the Handicapped" to Texas Instruments' "Adding and Subtracting 1 and 2."

10) MASTROPIERI, Margo A.
SCRUGGS, Thomas E.
LEVIN, Joel R.
GAFFNEY, Jan
McLOONE, Barbara

"Mnemonic Vocabulary Instruction for Learning Disabled Students" Winter, 1985 Vol. 8 Pg 57

In two experiments, learning disabled junior high school students learned the definitions of 14 vocabulary words either according to a pictorial mnemonic strategy (the "keyword method") or via the principles of direct instruction. Results of the first experiment showed that when specially constructed mnemonic illustrations were provided, the keyword method was substantially more effective than direct instruction. The keyword method continued to surpass direct instruction in the second experiment, even when keyword students were required to generate their own mnemonic images. The potential benefits of mnemonic vocabulary instruction for learning disabled populations are considered.

11) SIMICH-DUDGEON, Carmen

"A Multidisciplinary Model To Educate Minority Students With Handicapping Conditions" Reading, Writing, and Learning Disabilities 1986 Vol. 2 Pgs. 111-122

The education of handicapped LEP/NEP students is just beginning to be seriously considered as school districts develop programs that attempt to meet these students' needs. Lack of research and dissemination of promising practices have contributed to confusion and a lack of understanding of what should constitute an appropriate educational intervention for these students. A recent study of mainstreamed LEP handicapped students in bilingual programs (Vasques Nuttall Associates, 1983) found that services varied from one local education agency (LEA) to another.

The Vasquez Nuttall study also found that "for non-Hispanic LEP handicapped students, bilingual special education programs are rare". There is controversy about identification and assessment procedures used to place LEP/NEP students in special education programs, with most of the criticism being directed at issues of cultural bias in psychological tests and validity and reliability of currently used English proficiency tests.

Other concerns are the need to train teachers in both ESL/bilingual education and special education and to promote the interface of both disciplines in the education of LEP handicapped students (Bergin, 1980).

The Multidisciplinary Model is a unique approach developed on the basis of legal, pedagogical, sociolinguistic and ethnographic principles. The Model emphasizes the need for a collaborative and cooperative approach as essential for teaching students whose needs go beyond the expertise of individual professionals. The use of qualitative techniques, such as structured observations and interviews, was at the heart of the implementation process. Results from the first year of the pilot program indicate that special education teachers welcomed information about the teaching of a second language, strategies for use with LEP/NEP students, and the coordination of efforts among all professionals involved in the education of their LEP/NEP handicapped students.

The Multidisciplinary Model is the result of the concern of FCPS educators to provide equal educational opportunities for LEP/NEP handicapped students. Recommendations from the pilot will result in the training of both special education and ESL teachers to include foundations and methods from both disciplines. The Model will also be expanded to include LEP/NEP students who are enrolled in ESL classes but who are being considered for special education. In addition, FCPS documents which have been translated in other languages will be made available to special education teachers, and a file of translated special education documents will continue to be expanded.

12) WHITE, Warren J.

"Perspectives on the Education and Training of Learning Disabled Adults"
Summer, 1985 Vol. 8 Pg. 231

Adults with learning disabilities often face significant obstacles in their efforts toward leading satisfying lives. In spite of increasing attention toward the education and training of this population of handicapped individuals, little information is available about model training programs, characteristics of the population, and directions for future research and programming. The present article covers each of these major research needs. Among the primary conclusions and issues discussed are the present state of knowledge regarding vocational and social adjustment, postsecondary education options, effective program components, and suggestions for future research.

13) McCABE, Deborah
HILMO, Joellen

"Pictures Speak Louder Than Test Scores" Academic Therapy Jan., 1985 Vol. 20:3 Pgs. 333-338

The measurement of progress for youngsters with learning disabilities can be difficult. The author notes that behavioral and attitudinal changes may be the first subtle signs to a trained observer.

Suggested here are simple means for turning those signals into concrete evidence of change through the use of a draw-a-person test. Checked at planned intervals, shifts in the type of drawings made may give indication of improvement. Examples of testing situations and actual replications of drawings are provided.

14) CAWLEY, John F. (Ed.)

Practical Mathematics: Appraisal of the Learning Disabled 1985 Aspen Publishers

This book has been developed with an emphasis on the practical aspects of appraisal. Substantive theoretical issues were not considered as primary topics. Rather, the direction is toward the development of a basic understanding of mathematics appraisal and the learning disabled.

Chapter 1 introduces the topic of appraisal in mathematics for the learning disabled.

Chapter 2 discusses background issues in measurement.

Chapter 3 brings together the topics of assessment, curriculum, and instruction.

The next three chapters, 4, 5, and 6, explore appraisal across the developmental span that encompasses preschool through entrance into the real world.

Each component of PRACTICAL MATHEMATICS APPRAISAL of the LEARNING DISABLED was developed to provide a basic background and to serve as an aid in selecting or organizing mathematics appraisals for the learning disabled. The authors recognize the diversity that characterizes the field of learning disability. It is hoped that this text will serve as a stimulant to those interested in the field of learning disability with the anticipated outcome being the production of more effective approaches to mathematics appraisals.

15) HAIGHT, Sherrel Lee
FACHTING, Daniel D.

"Materials for Teaching Sexuality, Love, and Maturity to High School Students With Learning Disabilities"
Journal of Learning Disabilities
June-July, 1986 Vol. 19:6 Pgs. 344-350

Reviewed are available materials regarding the teaching of sexuality and love in the schools, particularly with respect to the needs of youngsters with learning disabilities. Noting that for such youngsters "the move from adolescence to adulthood is multiplied and intensified," it is considered especially unfortunate that a dearth of materials exists for this group.

What is available is highlighted, with guidelines for establishing a curriculum in this area given. Simplified syntax (for persons with reading disabilities), a variety of role playing and story-related activities, and use of material with a mature theme are among the concrete suggestions. Throughout, a stress is laid on the need for all youngsters to receive sex education training that deals strongly with the emotional side as well as the physical side.

Also presented is a study of six youngsters who go through the curriculm the authors espouse. Tests of pre and post training results are presented. The authors' text, Sexuality, Love, and Maturity was used as a part of this model curriculum.

Training Materials

1) FRIEND, Marilyn
McNUTT, Gaye

"A Comparative Study of Resource Teacher Job Descriptions and Administrators' Perceptions of Resource Teacher Responsibilities" *Journal of Learning Disabilities*
April, 1987 Vol. 20 No. 4 Pgs. 224-228

Although most students with learning disabilities receive their special education services through resource programs, several critical aspects of this service delivery approach have not been investigated. For example, informal expectations for resource teacher job performance have been examined through studies of educators' perceptions of resource teachers' role responsibilities, but little attention has been given to the formal expectations as included in written resource teacher job descriptions. This study compared such written job description information with perceived resource teacher job requirements. Seventy-six resource program descriptions were content analyzed to identify teacher duties in four areas: direct instruction, assessment, administration, and indirect service. These duties were then compared to administrators' perceptions of resource teachers' responsibilities. The chi-square analyses indicated that significant differences existed between the formal and informal expectations, with far fewer role responsibilities being formally described than perceived as essential by administrators. This lack of congruence is discussed in relation to a number of variables which may affect the quality of services students with learning disabilities received, including role ambiguity, job stress, and program improvement.

2) Software: *Comprehension Power Program* Milliken Publishing Co. *Journal of Learning Disabilities*
Oct., 1985 Vol. 18, No. 8 Pgs. 495-496

Comprehension power has twelve levels of programs. In level HiA, HiB, and HiC there are four different activities. In the first activity the vocabulary words can be learned by previewing sentences and by viewing sentences with these words deleted from the sentences. By a press of the "return" key each word is flashed in the blank of these sentences. The user then has the opportunity to type in the word, receiving feedback with misspellings.

The program aids the development of the listed skills and states that reluctant readers, who had difficulty concentrating on reading a book, were able to concentrate on the reading passages.

3) HUDSON, Pamela Jane
VOELKER-MORSINK, Catherine
BRANSCUM, Gloria
BOONE, Rosalie

"Competencies for Teachers of Students with Learning Disabilities" Journal of Learning Disabilities
April, 1987 Vol. 20, No. 4 Pgs. 232-236

In the field of learning disabilities, the delineation of teacher competencies lacks consensus among professionals. The purpose of this review is to identify competency statements specified in the professional literature for teachers of learning disabled students. A thorough literature search of the past 20 years resulted in 16 competency statements in five areas: general and special knowledge, planning and evaluation, curriculum content, clinical teaching strategies, and behavior management. The implications of these competencies are discussed.

4) ISENBERG, Robert S.

"Computer-Aided Instruction and the Mainstreamed Learning Disabled Student" Journal of Learning Disabilities Nov. 1985 Vol. 18, No. 9 Pgs. 557-558

The use of computer-aided instruction (CAI) within classrooms with mainstreamed LD students is examined. The current inability of CAI to directly address some of the goals of this mainstreaming can be overcome with the use of cooperative groups. The cooperative group structure addresses the social context of learning and has been shown to result in higher achievement than the individualistic or competitive models. Specific examples of implementation of this cooperative group model are given.

5) FLEISCHNER, Jeannette E.
NUZUM, Margaret B.
MARZOLA, Eileen S.

"Devising an Instructional Program to Teach Arithmetic Problem-Solving Skills to Students with Learning Disabilities" Journal of Learning Disabilities April 1987 Vol. 20, No. 4 Pgs. 214-217

This article details a process to develop and test an instructional program designed to teach students with learning disabilities to solve four kinds of arithmetic story problems. The program was developed in response to the recognition that some students who have adequate reading and computation skills lack the procedural, process, and task-specific knowledge necessary to solve these problems. In the course of developing the unit, the literature on information processing, mathematics education, and instructional theory provided important guidelines for content and teaching approaches. Both single subject and group research designs were employed to test the effectiveness of the problem-solving unit.

6) SLATE, John R.
SAUDARGAS, Richard A.

"Differences in Learning Disabled and Average Students' Classroom Behaviors" Learning Disability Quarterly Winter 1986 Vol. 9 Pgs. 61-67

The regular classroom behaviors of learning disabled and average fourth- and fifth-grade males were observed for an average of 80 minutes per student. Multiple-regression and discriminant-analysis procedures were used to ascertain which behaviors best discriminated among the two subject groups. A multiple regression revealed 11 behaviors, accounting for 71% of the variance. Separate discriminant analyses were run on child behaviors, teacher behaviors, and child and teacher behaviors combined. Only the teacher behaviors and the combination of child and teacher behaviors produced significant results. No child behaviors were found to discriminate between the two groups. Implications are drawn for assessment of learning disabled students.

7) DARCH, Craig
GERSTEN, Russell

"Direction-Setting Activities in Reading Comprehension: A Comparison of Two Approaches"
Learning Disabilities Quarterly
Summer, 1986 Vol. 9 Pgs. 235-243

Two direction-setting activities designed to increase high school LD students' comprehension of important concepts during content area instruction were compared. Subjects were randomly assigned to one of two instructional groups. The first group was taught with prereading activities based on a basal approach to teaching comprehension. The major focus of this condition was on (a) developing student interest and motivation, (b) highlighting the relevance of the passage to the students' past experiences, and (c) offering a general introductory discussion. The second group received instruction using an advance organizer in the form of a text outline designed to help students process information from the text. Daily instructional sessions lasted 50 minutes and continued for 9 school days. The dependent measures consisted of (a) three probe tests administered at the end of each 3-day unit and (b) a 12-item posttest. Results indicated that on both dependent measures the advance-organizer group significantly outperformed the basal group. The findings are discussed in terms of their implications for the development of teaching strategies for LD students.

8) PALINCSAR, Annemarie Sullivan
BROWN, Deborah A.

"Enhancing Instructional Time Through Attention to Metacognition" Journal of Learning Disabilities
Feb., 1987 Vol. 20, No. 2 Pgs. 66-75

This article describes the relationship between metacognition, defined as awareness and regulation of cognitive activity, and the learning needs of students who are experiencing academic difficulty. Investigations of metacognitive instruction to enhance memory skills, to increase text comprehension, and to improve written expression and math performance are reported.

9) ROSENBERG, Michael S.

"Error-Correction During Oral Reading: A Comparison of Three Techniques" Learning Disability Quarterly Pg. 182

Recent investigations of instructional effectiveness have identified a core of teacher behaviors that result in increased student academic performance. One such behavior, correction of student errors, was examined in the present study. An alternating-treatments design with two phases was used to investigate the relative efficacy of three error-correction procedures on the oral reading of four LD middle school students. Results indicated that a drill procedure was more effective and efficient than a word-supply procedure and a phonic-drill rehearsal strategy. Results are presented in terms of their implications for instructional and research practices.

10) EDGE, Douglas
BURTON, Grace

"Helping Learning Disabled Middle School Students Learn About Money" Journal of Learning Disabilities
Jan., 1986 Vol. 19:1 Pgs. 46-51

Handling money is a daily living skill that must be mastered by everyone wishing to function normally in society. For learning disabled individuals, there is often a problem in mastering the necessary concepts and skills.

This article offers a sequencing approach to topic selection that may be useful to teachers trying to work with those having learning disabilities. The sequenced approach commences with teaching easy skills such as bartering and then gradually moving into the counting of money once all coin symbols are memorized.

11) WILLIAMS, Sarah E.

"Influence of Written Form on Reading Comprehension in Aphasia" Journal of Communication Disorders
June, 1984 Vol. 17:3 Pgs. 165-174

In materials designed to enhance the reading skills of aphasic patients, the physical presentation may be as important as what is written on the paper. Explored here are the value of responses achieved when stimuli are presented in print vs. cursive form. Employed in the study were a single-word-to-picture matching task and a sentence-to-picture matching task. Four of the individuals studied (out of 20) were found to "display real performance discrepancies when reading cursive versus print, particularly on the sentence-to-picture matching task." However, 2 performed better with cursive, 2 better with print.

Conclusions suggest that this information, rather than being a meaningless contradiction, actually indicates that each person`s preference for print or cursive should be deliberately tested as a part of therapy. The form which facilitates easiest learning should either be used exclusively or most certainly first in communication therapy with that individual, to facilitate optimal learning.

12) JABEN, Twila H.

"Impact of Creativity Instruction on Learning Disabled Students' Divergent Thinking"
<u>Journal of Learning Disabilities</u>
June/July, 1986 Vol. 19, No. 6 Pgs. 342-343

Fifty students from intermediate level learning disabilities classrooms served as subjects. The Torrance Tests of Creative Thinking were used as pretests and post tests to measure the effect of creativity instruction on the subjects' cognitive skills. For 14 weeks the Purdue Creative Thinking Program was used to stimulate the learning disabled experimental group's creative thinking. Subjects in the learning disabled experimental group made significantly greater scores than the learning disabled control group in divergent thinking as measured by the verbal and figural subtests of the Torrance Tests of Creative Thinking.

13) HARRIS, Karen R.
GRAHAM, Steve

"Improving Learning Disabled Students' Composition Skills: Self-Control Strategy Training" <u>Learning Disability Quarterly</u> Winter, 1985 Vol. 8 Pgs. 27-36

The present study was conducted to determine whether a self-control strategy training procedure was effective in improving learning disabled students' compositions. Training effects on three objective aspects of compositions (number of different action words, action helpers, and describing words) were investigated using a multiple-baseline-across-behaviors nested within a multiple-baseline-across-subjects design. Results indicated that students' use of the selected parts of speech increased substantially above baseline as did mean number of words per story. Additionally, stories written after training received substantially higher quality ratings than those composed during baseline. Generalization and maintenance probes taken up to 14 weeks after training continued to yield positive results.

14) MOKROS, Janice R.
    RUSSELL, Susan Jo

"Learner-Centered Software: A Survey of Microcomputer Use with Special Needs Students"
Journal of Learning Disabilities
March, 1986 Vol. 19, No. 3 Pgs. 185-190

This study reports the results of fifty school districts. It assesses the extent to which special educators are moving beyond drill and practice software with learning disabled and emotionally disturbed students. It also describes factors that are preventing or discouraging applications beyond drill and practice. It was briefly described in a previous _Computers in the Schools_ article by Hummell (1985).

15) GEARHEART, Bill R.

Learning Disabilities: Educational Strategies
Times Mirror/Mosby College Publishing 1985 400 pages

Programming for secondary level students is more common today than even a few years ago but remains a weak linkin publicschool efforts to assist learning disabled students. Perceptual-motor efforts, which persisted beyond the relatively wide recognition of their severe limitations, are now viewed from a more realistic perspective. A number of states have applied limits to the number or percentage of students who may be considered learning disabled in recognition of the tendency to use this label rather than mental retardation or emotional disturbance because it is more socially acceptable. And newer methods for teaching learning disabled students are becoming widely accepted; hopefully they will prove to deserve the attention and acclamation they receive from some quarters.

16) "Learning Disabilities: Issues in the Preparation of Professional Personnel" Journal of Learning Disabilities
A Position Paper of the National Joint Committee on Learning Disabilities: Sept. 26, 1982.
April, 1987 Vol. 20, No. 4 Pgs. 229-231

In this issue, a position paper of the National Joint Committee on Learning Disabilities (NJCLD) concerning issues in the preparation of professional personnel is reprinted. This paper is followed by an article on the competencies perceived to be necessary for teachers of individuals with learning disabilities. The staff of the Journal actively seeks articles which address the current status in the preparation of professional personnel as well as descriptions of existing programs which adhere to the recommendations of the NJCLD.

17) GERMAN, Diane
JOHNSON, Barbara
SCHNEIDER, Mary

"Learning Disability vs. Reading Disability: A Survey of Practitioners' Diagnostic Populations and Test Instruments" Journal of Learning Disabilities
Spring, 1985 Vol. 8 Pgs. 141-157

This investigation focused on reading and learning disability professionals' diagnostic practices when assessing reading disorders. The Learning Disability/Reading Disability Questionnaire constructed by the researchers was used to investigate and compare the diagnostic practices among three professional groups: 74 self-contained learning disabilities specialists, 141 resource learning disabilities specialists, and 118 reading resource specialists. These professionals' positions are presented here on such issues as nature of diagnostic populations serviced, diagnostic tests employed, informational sources utilized, and diagnostic factors considered in typical assessments of reading disorders. Although the groups differed with respect to each of these issues, similarities did emerge. All groups identified language deficits as a characteristic of their diagnostic population; both types of professionals utilized tests of reading potential and reading skills; and all three groups considered causality, strengths and weaknesses, and language deficits to be important in the diagnosis of reading disorders. Educational implications of the findings are noted.

18) MAC ARTHUR, Charles A.
SHNEIDERMAN, Ben

"Learning Disabled Students' Difficulties in Learning to Use a Word Processor: Implications for Instruction and Software Evaluation"
Journal of Learning Disabilities
April, 1986 Vol. 19, No. 4 Pgs. 248-253

Learning disabled (LD) students can derive great benefits from using word processors. The ability to produce a neat, printed copy can increase motivation and encourage writing for a wider audience. The editing power makes revision possible without tedious recopying, thus freeing students and teachers to approach writing as a process involving repeated drafts. Specific problems with handwriting and spelling can also be circumvented. However, learning to use a word processor often presents problems. Based on a study of LD students learning to use word processing, this paper makes recommendations for evaluating word processing software and designing instruction that is sensitive to students' difficulties.

19) SCRUGGS, Thomas E.
BENNION, Karla
LIFSON, Steven

"Learning Disabled Students' Spontaneous Use of Test-Taking Skills on Reading Achievement Tests"
Learning Disability Quarterly
Summer, 1985 Vol. 8 Pg. 205

The present investigation was undertaken to identify the type of strategies learning disabled (LD) students employ on standardized, group-administered achievement test items. Of particular interest was level of strategy effectiveness and possible differences in strategy use between LD and nondisabled students. Students attending resource rooms and regular third-grade classes were administered items from reading achievement tests and interviewed concerning the strategies they had employed in answering the questions and their level of confidence in each answer. Results indicated that (a) LD students were less likely to report use of appropriate strategies on inferential questions, (b) LD students were less likely to attend carefully to specific format demands, and (c) LD students reported inappropriately high levels of confidence.

20) CARPENTER, Robert L.

"Mathematics Instruction in Resource Rooms: Instruction Time and Teacher Competence"
Learning Disability Quarterly
Spring, 1985 Vol. 8 Pgs. 95-100

A survey of resource room teachers (N=101) was used to determine: (a) the amount of time resource room teachers spend in mathematics instruction, (b) the amount of those teachers' formal training in mathematics and mathematics instruction, (c) their self-reported degrees of competence in assessing and teaching mathematics skills and concepts, and (d) the importance these teachers assign to general knowledge of mathematics, mathematics assessment, and mathematics instruction. Mathematics instruction was found to occupy about one-third of the average resource room teacher's teaching time. Although subjects reported considerable college coursework in mathematics and mathematics instructional methods, they felt inadequate at several competencies considered necessary for teachers of learning disabled students. Differences between elementary and secondary teachers are reported.

21) DALKE, Connie
SCHMITT, Susan

"Meeting the Transition Needs of College-Bound Students with Learning Disabilities"
Journal of Learning Disabilities
1987 Vol. 20, No. 3 Pgs. 176-180

This article presents the Project ASSIST high school to college transition program, developed at the University of Wisconsin-Whitewater, which assists high school students with learning disabilities in adjusting to the university setting. The transition from a structured, controlled environment to a less structured, open setting can be overwhelming. In an effort to facilitate the students' abilities to cope with the issues and activities facing them during the transition period, this five week, non-credit, post-high school/precollege summer model program emphasizes six components including: affective support, diagnostic evaluation, academic reinforcement and instruction, strategy training, awareness of support services available on campus, and a general campus awareness.

22) ADELMAN, Howard S.
TAYLOR, Linda

"Moving the LD Field Ahead: New Paths, New Paradigms" *Journal of Learning Disabilities*
Dec., 1986 Vol. 19, No. 10 Pgs. 602-608

In this final article in the series on the future of the LD field, we reflect on ideas presented by the contributors and underscore trends for the future that seem essential to the field's progress. Inadequacies of prevailing thinking in the field are highlighted and suggestions are offered about the way in which such thinking needs to be expanded and transformed. In this connection, we stress the importance of (a) an expanded focus on adolescents and adults, (b) broader models for understanding the patterns of behavior and learning seen in LD programs, (c) going beyond the concepts of diagnosis, treatment, remediation, and individualized instruction, (d) expansion of prevailing views of basic skills, and (e) development of interventions that focus on more than changing people. Finally, we explore implications of and ideas for reducing the large number of LD misdiagnoses.

One purpose of this series has been to focus attention on the directions that have been established and where they are leading the field. Another purpose has been to encourage thought and discussion about new paths to follow. The rapid growth of the field has left precious little time for reflection, and it is easy to lose perspective under such circumstances. The series of presentations provide a beginning for efforts to clarify an agenda for the immediate future; over the next year or so, we hope that the various LD journals will encourage an ongoing interchange about these and other ideas that should shape that agenda. It is from such an interchange that a new synthesis of guidelines and recommendations for theory, research, and practice can be developed by the field's advocates, representatives, and others who shape the future through their influence on policy and socialization of professionals and the general public. It is time to stimulate and broaden the dialectic process; the result should be a refreshing renewal of the spirit that prevailed when the field was born.

22) JONES, G. A.
THORNTON, C. A.
TOOHEY, M. A.

"A Multi-Option Program for Learning Basic Addition Facts: Case Studies and an Experimental Report"
Journal of Learning Disabilities
June/July, 1985 Vol. 18, No. 6 Pgs. 319-325

The following case studies describe the idiosyncratic responses of two learning disabled students involved in an experimental number fact program for children with special learning needs Central to this program was the development of strategies matched to individual learning needs in a non-traditional approach to the organization of addition facts. The major goal was to facilitate mastery of these facts. Analysis of results and videotape recordings indicated that the two students benefited from these strategies and showed major improvement in fact mastery.

23) HOFFMAN, F. James
SHELDON, Kenneth L.
MINSKOFF, Esther H.
SAUTTER, Scott W.
STEIDLE, Ernest F.
BAKER, Deborah P.
BAILEY, Mary Beth
ECHOLS, Laura D.

"Needs of Learning Disabled Adults"
Journal of Learning Disabilities
Jan., 1987 Vol. 20, No. 1 Pgs. 43-52

The results of a needs assessment of learning disabled adults based on surveys of the perceptions of learning disabled adults, providers of services to learning disabled adults, and consumers or advocates for learning disabilities are presented. The results of the survey of the learning disabled adults, service providers, and consumers indicate that learning disabled adults have major academic, social, personal, and vocational needs that must be addressed if they are to attain adult competence. A comparison across all need areas indicated that service providers and consumers identified vocational needs involving securing an appropriate job and vocational rehabilitation services as the most critical need area of learning disabled adults, with a second need area involving learning disabled adults' poor self-concept, lack of self-understanding, and lack of self-acceptance. Recommendations are made for services in academics, secondary and postsecondary vocational training, social skills, and counseling and psychotherapy.

24) Software: Quizmaster 1983
Sunshine Software Journal of Learning Disabilities
Jan., 1985 Vol. 18, No. 1

Quizmaster is a teacher utility program designed for the authoring of student exercises. A multiple choice format is used. In addition to authoring, editing and assigning quizzes, the user can alter criterion level. Scores can be viewed on the monitor or on hard copy (when a printer is available). In addition, there is a character modification option. If a user were to require a special character for math, science, or foreign languages, the user could use high-resolution graphics to produce the needed symbol. The user may also copy quizzes from one Quizmaster disk to another.

25) Software: Read and Solve Math Problems
Educational Activities Inc.
Journal of Learning Disabilities
Jan., 1985 Vol. 18, No. 1 Pg. 57

Read and Solve Math Problems are a series of programs designed to improve performance and understanding of mathematical operations and word problems. The publisher outlines the following program objectives: (1) Identify key words in addition, subtraction, multiplication, and division problems, (2) Write equations, (3) Use equations to solve addition or subtraction problems, (4) Solve multiplication, addition, and subtraction problems, (5) Work with more difficult division, multiplication, addition, and subtraction problems, (6) Work with problems without numbers.

26) GRAHAM, Steve
FREEMAN, Sally

"Strategy Training and Teacher-vs.-Student-Controlled Study Conditions: Effects on LD Students' Spelling Performance" Learning Disability Quarterly
Winter, 1986 Vol. 9 Pgs. 15-22

This study examined learning disabled students' spelling performance in response to strategy training and variations in study conditions. After training in the use of a five-step study strategy, subjects studied spelling words under one of three conditions: (a) directed study; (b) student-controlled; and (c) teacher-monitored. Students assigned to a control group studied words in any manner they chose. Results indicated that students who were taught the five-step study strategy recalled the correct spelling of more words than controls who devised their own study method. However, the spelling performance of students who received strategy training was not differentially affected by variations in study conditions. Results were interpreted to suggest that learning disabled students' spelling difficulties are associated with problems in self-regulation of organized, strategic behavior.

27) LOMBANA, Judy

Success for Learning Disabled Students
1982 State of Florida, Department of Education 30 pgs.

This Project - Sources to Upgrade the Career Counseling and Employment of Special Students (SUCCESS) - designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with learning disabilities.

28) PARKS, Allen W.
ANTONOFF, Stanley
DRAKE, Charles
SKIBA, William F.
SOBERMAN, James

"A Survey of Programs and Services for Learning Disabled Students in Graduate and Professional Schools"
Journal of Learning Disabilities
March 1987 Volume 20, Number 3 pages 181-187

A survey seeking information about programs and services for learning disabled students was sent to 703 graduate and professional schools in the United States. Respondents (n=223) indicated that only 24% had developed a written plan which described services to LD students- a minimal requirement for compliance under Sec. 504. Most frequently, respondents reported offering "support-type" services, although such services were available in only 46% of the responding institutions. Specific services, program accommodations and other program features are discussed. In addition to the apparent noncompliance with Sec. 504, the implications of the results of this survey are discussed.

29) DARCH, Craig
KAMEENUI, Edward J.

"Teaching LD Students Critical Reading Skills: A Systematic Replication" Learning Disability Quarterly
Spring 1987 Volume 10 pgs. 82-91

Two approaches to teaching elementary-level LD students three critical reading skills were contrasted. Students were randomly assigned to one of two treatment conditions: (a) direct instruction and(b) discussion/ workbook. the former featured training in using specific rules and strategies to detect instances of faulty arguments whereas subjects in the latter group were taught via a discussion / workbook approach, encouraging student involvement through discussions on how to use critical reading skills. Both treatment groups received 40-minute lessons for 12 consecutive school days. Three dependent measures designed to assess students' knowledge of the three critical reading skills were administered. Subjects in the direct instruction group were found to significantly out perform their counterparts in the discussion/workbook group on each measure. Results are discussed in terms of their implications for development of effective practices for teaching comprehension.

30) SCRUGGS, Thomas E.
RICHTER, Lori

"Tutoring Learning Disabled Students: A Critical Review" Learning Disability Quarterly
Winter 1986 Volume 9 Pgs. 2-14

Twenty-four empirical investigations of tutoring interventions were evaluated. Although all authors favored their use, equivocal results were reported. Particularly weak were substantiated reports of social benefits to tutors or tutees. Methodological problems associated with such research in field settings are discussed, and implications for future research are given.

31) ROONEY, Karen
POLLOWAY, Edward A.
HALLAHAN, Daniel P.

"The Use of Self-Monitoring Procedures with Low IQ Learning Disabled Students"
Journal of Learning Disabilities
Aug/Sept 1985 Volume 18, No. 7 pgs. 384-389

Given the changes in the population served in programs for the learning-disabled, there is a continuing need to verify the effectiveness of teaching methods used with LD students. this research investigated the efficacy of two cognitive behavior modification procedures-self-monitoring of attention and self-monitoring of academic accuracy - with a group of low functioning students in a LD self-contained class. Data are presented which indicate that the combination of both procedures was effective for all four students in improving attention-to-task and for three of the four in percentage of accurate responses in an arithmetic task. The discussion highlights the importance of possible modification of CBM methods and training procedures in order to develop successful intervention programs for LD students whose cognitive functioning levels are below average.

32) HOY, Cheri
GREGG, Noel

"The Usefulness of the Woodcock - Johnson Psycho-Educational Battery Cognitive Cluster Scores for Learning Disabled College Students"
Journal of Learning Disabilities
Oct., 1986 Vol. 19, No. 8 Pgs. 489-491

The Woodcock-Johnson Psycho-Educational Battery was administered to 41 learning disabled college students. A modified subtest profile was used to facilitate the examination of the pattern of subtest scores for the Cognitive Factor Cluster Scores. Results indicated that these scores should not be interpreted at face value for this population.

33) ROSEGRANT, Teresa

"Using the Microcomputer as a Tool for Learning to Read and Write" *Journal of Learning Disabilities*

February 1985 Vol. 18, No. 2 Pgs. 113-115

The microcomputer proved to be a critical learning tool for the development of reading and writing skills by the learning disabled children in the project. Experience suggests that software programs such as word processors offer new advantages to those acquiring mastery of literacy. This technology may be the bridge to enable these inquiring people adequate opportunities for learning so their efforts can be rewarded by success.

Reference Materials

1) PATSCHULL, Paula

Adult Education Special Demonstration Project. Special Needs Group--Handicapped: Development of Appropriate Services for the Learning Disabled
Dec., 1980 Colorado State Dept. of Ed. Denver 348 pgs.

A project was conducted to serve directly individuals enrolled in adult education programs whose life potentials have been severely limited by specific learning disabilities. The target group was students whose academic achievement grade levels fell with a 0-4 (and secondarily 4-8) range. Direct service components were diagnostic testing and evaluation, with written reports and comprehensive interpretive conferences and individualized prescriptive remedial programs delivered on a one-to-one basis in a clinical setting; and informal personal counseling. Additional services included consulting with adult education teachers on specific adult learning-disabled students, and broadening the community's awareness of adults with learning disabilities. All services were provided by experienced learning disabilities teachers. This report offers background on adults with learning disabilities from general needs to theoretical perspectives, a brief review of selected literature, a clinically based service model of educational therapy, a critique of a recent diagnostic battery suitable for adults with learning problems, and detailed accounts of this project's objectives. Abbreviated case studies, progress reports, and a list of remedial materials are also included in appendixes. Factors predictive of individual success in educational therapy are discussed. Recommendations for future programs for the learning-disabled adult are given.

2) SCHEIBER, Barbara
TALPERS, Jeanne

Campus Access for Learning Disabled Students: A Comprehensive Guide 1985 (paper) 195 Pgs.

Special services for youngsters with learning disabilities are one thing--such services are growing and strong. But services for college students may be another thing altogether, with quality ranging from fair to nonexistent in some cases. The best answer for the prospective college student with LD? Being prepared himself. Knowing the ropes ahead of time. Here is a book that will help.

Parents, progressive educators, counselors, and young people with learning disabilities themselves are the real contributors to this volume, which contains advice and wisdom on a broad-ranging span of relevant material, from how to make use of computers on spelling to ways to become an on-campus advocate.

The basics are appropriately covered first, with guides on "getting ready" for the college experience and systematic break-downs on college versus other (such as vocational training) options. Once the right school is picked, means for the student to avail himself of all available resources are covered--tutors, technology, coordinating services, study skills with time management. Agencies that can help along the way are listed, with phone numbers included, making this book a handy take-with volume for the new freshman. It is recommended to parents, students, and counselors for ease of use, readability, and detailed, practical advice.

The book contains a wealth of information and ideas for prospective postsecondary students and their families, high school and college counselors, faculty members, and others concerned about the LD student's future. It gives practical advice on a comprehensive range of topics, including choosing the right college, technical or other postsecondary program; understanding and dealing with different admissions processes; designing appropriate coursework accommodations and support services; using new technology; and developing strategies for successful personal and social adjustment.

This book describes ideas that work. It includes the tips and tricks that students have discovered to compensate for their disabilities, as well as innovative teaching approaches devised by dedicated educators. In addition, the book gives suggestions for using existing resources and developing cost-effective ways to deliver services for learning disabled students - one of the fastest growing populations on American campuses today.

The contents include:

- Learning disabilities in adults: problems and potential
- Postsecondary options for meeting a range of needs
- Preparation for education after high school: how to make appropriate choices
- The admissions process

- Methods of diagnostic and assessment
- Overcoming academic hurdles: reading, writing, math, study skills, memory, organization
- Classroom accommodations: alternatives to traditional ways of fulfilling course requirements
- Support services for individual needs
- Use of new technology
- Personal and social adjustment: counseling the learning disabled student
- Self-help and self-advocacy
- Materials for use by tutors and instructors, and for conducting campus workshops
- How to bring about change

3) McGUIRE, Joan M.
SHAW, Stan F.

"A Decision-Making Process for the College-Bound Student: Matching Learner, Institution, and Support Program" Learning Disability Quarterly Pg. 106

Often students, parents and high-school personnel become frustrated in their efforts to track down valid information about support services for LD students on college campuses. This article describes a process designed to help college-bound LD students select a college or university. Three major components should be explored when searching for appropriate postsecondary programs for LD students: (a) characteristics of the LD student, (b) characteristics of the institution, and (c) systematically, college-bound LD students will be better prepared to make an informed decision about their future educational and career goals.

4) PICKERING, EvaJean
PICKERING, AvaJane
BUCHANAN, Mary L.

"LD and Nonhandicapped Boys' Comprehension of Cartoon Humor" *Learning Disability Quarterly*
Winter, 1987 Vol. 10 Pg. 45

One aspect of social perception often noted as deficient in learning disabled individuals is an appropriate sense of humor. The purpose of this study was to examine the cartoon humor comprehension of learning disabled and nonhandicapped boys in two age groups, 8- and 12-year-olds. The cognitive structure rather than the content of humor was the focus. In addition to examining comprehension of cartoon humor between groups and across age levels, the relationship between comprehension and appreciation measures was studied. Significant main effects were found indicating a developmental lag for the learning disabled subjects. Moderate correlations were established between comprehensive and appreciation measures.

5) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students*
Volume V-B: "MODELL: Music or Drama to Enhance Language Learning"
June, 1983 Bureau of Education for Exceptional Students

Although the exceptional student teacher is neither a music educator nor music therapist, he or she can use certain activities, songs, and poems to help remediate certain deficient areas in learning such as: auditory memory / discrimination / attending, visual memory/discrimination/attending, gross motor coordination, vocabulary, pragmatics, syntax, prosody, turn-taking, syllabication, development of creative self-expression, and last but most important, improvement in self-concept.

The ideas and activities in this curriculum guide have been gathered from many sources: reading, application, observation, workshops, and the Project Director's imagination.

6) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students*
Vol. II-F: Specific Learning Disabilities
July, 1986 Florida Dept. of Education 77 pgs.

7) BEECH, Martha C. (Ed.)
SMILEY, Lydia (Ed.)

What's Available for the Learning Disabled College Student in Florida Florida Federation, Council for Learning Disabilities Oct., 1982

Recently several directories of special programs for the learning disabled college student have been published (Academic Therapy Publications, 1980; Moss & Fox; Ridenour & Johnson, 1981). These directories provide descriptive information about the services available in 2-year and 4-year colleges and universities across the United States. A review of these directories reveals that colleges and universities from the state of Florida are under-represented.

In the fall of 1981, the Florida Federation Chapter of the Council for Learning Disabilities selected as a service project a comprehensive survey of colleges and universities within the state. The purpose of the survey was to determine the availability of appropriate programs for the learning disabled college student. At the annual meeting in Orlando (Oct., 1981) and through the Council newsletter, volunteers were sought to conduct this survey. A telephone interview format was used to increase the probability of a comprehensive study. To provide uniformity among the interviews, a structured questionnaire was developed.

Assessment Materials

1) McCARRON, Lawrence T.

"Assessment of Learning Style: The Perceptual Memory Task" Vocational Evaluation & Work Adjustment Bulletin Summer, 1984 Vol. 17:2 Pgs. 52-58

In attempting to teach any individual anything, that person's preferred learning style will strongly affect what he is able to learn. This is nowhere truer than in rehabilitation.

Examined with care is one new vocational assessment procedure which may be a contribution toward this matter of assessing preferred learning style. The Perceptual Memory Task apparently can access new information indicating a client's preferred modality of learning (whether that be visual or auditory), the amount of information which can be processed on direct recall, and perceptual organization skills and intermediate term recall. In the words of the author, the PMT appears to have "application for a wide range of disabling conditions and represents an advancement in the processes of vocational evaluation. Figures and illustrations are included.

2) DeMASTER, Vicki K.
CROSSLAND, Cathy L.
HASSELBRING, Ted S.

"Consistency of Learning Disabled Students' Spelling Performance" Learning Disability Quarterly Winter, 1986 Vol. 9 Pg. 89

Spelling accuracy and error patterns were assessed to determine the consistency of learning disabled subjects' spelling performance on varying forms of word presentations. A dictated word list assessment and a dictated paragraph assessment were administered to 20 learning disabled students in third through sixth grade. A detailed error analysis, based on phonetic principles and predictable generalizations, was performed on all misspelled words. Results indicated that the learning disabled subjects' spelling accuracy was consistent across the two dictation formats. This consistency did not vary greatly between good and poor spellers. Comparisons of the two forms of dictated presentations revealed that the specific types of spelling errors demonstrated also were quite consistent. Such error-pattern consistency indicates that the learning disabled subjects utilized systematic approaches to spelling dictated words. Hence, the findings support the use of diagnostic error-analysis techniques with learning disabled students, as well as a structured approach to the teaching of spelling related to orthography patterns.

3) FUCHS, Douglas
FUCHS, Lynn S.
TINDAL, Gerald
DENO, Stanley L.

"Performance Instability of Learning Disabled, Emotionally Handicapped, and Nonhandicapped Children"
Learning Disability Quarterly Pg. 84

The performance instability of learning disabled (LD), emotionally handicapped (EH), and nonhandicapped (NH) children was compared. Employing two contrasting strategies of repeated measurement, we administered three third-grade reading passages to 50 LD, 37 EH, and 40 NH children. First, subjects were tested on a different reading passage once a week for 3 consecutive weeks; second, pupils were tested on three passages in one sitting. Analyses of covariance were run on a stability index calculated on the number of words read correctly during each administration. On both sets of measurements, LD and EH pupils demonstrated similar instability. On the first repeated measures, the NH pupils' performance instability was greater than that of the handicapped students; on the second repeated measures, however, no difference was found between NH and handicapped children's variability. Implications for the diagnosis and treatment of LD and other exceptional children are discussed.

4) JENKINS, Joseph R.
HELIOTIS, James
HAYNES, Mariana
BECK, Karen

"Does Passive Learning Account for Disabled Readers' Comprehension Deficits in Ordinary Reading Situations?" Learning Disability Quarterly
Winter, 1986 Vol. 9 Pg. 69

Thirty-two LD and 32 average elementary students, matched by grade, read under three conditions: a classroom group condition, an individual (child and examiner) condition, and an individual restatement condition, requiring subjects to summarize, or restate, the contents of each paragraph during passage reading. Overall results of comprehension tests failed to confirm predicted differential effects of conditions on attentional control. The performance pattern across conditions was the same for both reader groups, although LD students' comprehension was considerably lower than that of their average peers. The condition requiring restatements resulted in superior performance for both reader groups, suggesting that average as well as LD readers did not always process the texts actively under the group and individual reading conditions.

5) SLATE, John R.
SAUDARGAS, Richard A.

"Differences in Learning Disabled and Average Students' Classroom Behaviors"
Learning Disability Quarterly
Winter, 1986 Vol. 9 Pg. 61

The regular classroom behaviors of learning disabled and average fourth- and fifth-grade males were observed for an average of 80 minutes per student. Multiple-regression and discriminant-analysis procedures were used to ascertain which behaviors best discriminated among the two subject groups. A multiple regression revealed 11 behaviors, accounting for 71% of the variance. Separate discriminant analyses were run on child behaviors, teacher behaviors, and child and teacher behaviors combined. Only the teacher behaviors and the combination of child and teacher behaviors produced significant results. No child behaviors were found to discriminate between the two groups. Implications are drawn for assessment of learning disabled students.

6) GERMAN, Diane
JOHNSON, Barbara
SCHNEIDER, Mary

"Learning Disability vs. Reading Disability: A Survey of Practitioners' Diagnostic Populations and Test Instruments" Learning Disability Quarterly
Spring, 1985 Vol. 8 Pg. 141

This investigation focused on reading and learning disability professionals' diagnostic practices when assessing reading disorders. The Learning Disability/Reading Disability Questionnaire constructed by the researchers was used to investigate and compare the diagnostic practices among three professional groups: 74 self-contained learning disabilities specialists, 141 resource learning disabilities specialists, and 118 reading resource specialists. These professionals' positions are presented here on such issues as nature of diagnostic populations serviced, diagnostic tests employed, informational sources utilized, and diagnostic factors considered in typical assessments of reading disorders. Although the groups differed with respect to each of these issues, similarities did emerge. All groups identified language deficits as a characteristic of their diagnostic population; both types of professionals utilized tests of reading potential and reading skills; and all three groups considered causality, strengths and weaknesses, and language deficits to be important in the diagnosis of reading disorders. Educational implications of the findings are noted.

General Information

1) BUCHANAN, Mary

"A Comprehensive Study of Learning Disabled Adults" Journal of Learning Disabilities
January, 1986 19:1 pgs. 34-38

Fullhistories, including educational and personal data, were acquired for 33 persons with learning disabilities who are now adults. Characteristics of this group of people are presented, and discussion of previous disability with current situation is paramount.

Findings suggest that many characteristics of youngsters with learning disabilities persist into adulthood. Sex-linked differences are also alluded to; many of the women in adulthood were unmarried, self-supporting, and had high professional aspirations. Case history vignettes contribute to the article.

2) GERBER, Paul J.

"Learning Disabled Adults Nexus: Emerging American Issues and European Perspectives"
Journal of Learning Disabilities
January 1986 19:1 Pgs. 2-4

Current attention in the field of learning disabilities tends to devolve on adolescents and the transition from school to work. Another very important and perhaps neglected demographic group are adults with learning disabilities. Individuals in this category are among the most eager to learn, and therefore may well be among those most likely to benefit from even simple programs.

Described is a series of various types of programs for adults with learning disabilities now in operation in Denmark, with other European areas also noted. In Denmark, vocational rehabilitation services are readily available to the adult with a learning disability. An impressive array of evening school programs is also available. Questions are raised with regard to how European programs might best be emulated or learned from in the United States.

3) LIEBERMAN, Philip

"Phonetic Speech Perception Deficits in Dyslexia"
Journal of Speech and Hearing Research Dec. 1985
Dec., 1985 28:4 pgs. 480-486

Recent studies have suggested that persons with dyslexias may have deficiencies at thephonetic level. That suggestion was herein evaluated, by way of looking at phonetic speech perception deficits in 18 adults with dyslexia. Psychoacoustic, vowel identification, and consonant identification tests were administered, along with the Gray Oral Reading exam and the revised Wechsler Intelligence test. A match group of nondisabled subjects was also included.

Findings showed an average vowel error rate of 29%, with a consonant error rate of 22%. Findings suggest that persons with dyslexia may have "different perceptual deficits rather than a general auditory deficit involving the rate at which they can process perceptual information." Results are discussed.

4) HAMMIT, Jim and Julie

"Planning ahead Makes College Easier"
Mainstream May 1986 11:2:6

Any disabled person who is thinking about attending college should allow at least a year extra to plan ahead. With so many nondisabled youngsters now solidifying plans in their junior and sometimes even sophomore years, this means that the beginning of high school may well be the time for young people with disabilities to begin scouting around for the right college. Visit the campuses, counsels the author, to see how the accommodations available fit the disability.

Films

1) Learning Disabilities (NBC; FI) 1971

Provides information on the types and degrees of learning disabilities through observation in actual classrooms. Stresses early diagnosis and continuing assessment. Describes the work of the learning disability team: teacher, psychologist, and social worker and parents.

2) Teaching Reading in Secondary Schools: part 3 Handicapped Reader (SYU) 1966

Suggests causes for reading handicaps and shows the behavior, personal problems and study habits of the various types of handicapped readers. Identifies physical and mental factors that affect reading ability and illustrates tests for determining reading levels. Suggests learning materials which can assist the student in learning to read better.

3) Teaching the Way They Learn: Remediation of Learning Disabilities (INFORM; MCGH) 1969

Demonstrates techniques used in the remediation of learning disabilities by Dr. M. Sam Rabinovitch and his staff at the Learning Centre, Montreal Children's Hospital. Presents a teaching model for working with disabled learners and a series of learning episodes which illustrate specific techniques in the remediation of poor visual and auditory discrimination, kinesthetic learning, visual-motor problems, body awareness, memory and integration.

MENTALLY RETARDED

Curriculum Guides

1) SALZBERG, Charles L.
LANGFORD, Cynthia A.

"Community Integration of Mentally Retarded Adults Through Leisure Activity" *Mental Retardation* Vol. 19, No. 3 Pgs. 127-131

The deinstitutionalization movement generates considerable interest among service providers regarding the provision of more normalized environments. Simply establishing small residences within a neighborhood does not appear to be sufficient to desegregate mentally retarded adults. The utilization of age-appropriate, commercially available leisure pursuits as a vehicle for facilitating integration of mentally retarded adults within the community is proposed.

2) KLUGERMAN, Phyllis B.
TOYE, Bernadette

Curriculum Guides: Programming for the Adult Mentally Handicapped Learner East Brunswick Board of Education November, 1983 202 pgs.

This volume includes a series of curricula designed specifically for adult mentally handicapped learners. Addressed in the individual curricula are the following topics: basic skills; bicycle maintenance and repair; manual wheelchair maintenance and repair; personal awareness; social, recreational, and art activity groups; woodworking; and work-oriented office practices. Each unit contains a set of lesson plans that include behavioral objectives, activities, lists of necessary materials and equipment, evaluation criteria, suggested reinforcement activities, and a practical application; a bibliography; and one or more appendices containing such items as tests, check sheets, student handouts, and supplementary instructional materials.

3) Food Services Employment of Physically Handicapped. Final Report 1984-1985 New Jersey State Department of Education, Trenton. Division of Vocational Education and Career Preparation 1985 17 pgs.

A project was undertaken to create a training program to prepare individuals with cerebral palsy for employment in various food service situations. A project advisory committee, which consisted of representatives of corporate business, public institution restaurants, catering services, and staff of an agency servicing clients suffering from cerebral palsy was formed to oversee the project. After identifying various specific types of jobs in the food service industry, project staff completed a task analysis of the specific components of various food service jobs and researched alternative curricula for training food service workers. Appropriate curricula were identified and modified, and an evaluation process for screening and selecting appropriate students for the training was developed. Twenty clients were selected to participate in a two-month trial internship program in which they would receive supervised, practical experience in the food service industry. The trial food services program was supervised by a certified home economics instructor who was assisted by a transdisciplinary team, which consisted of physical, occupational, and speech therapists, an adult basic education instructor, and a vocational counselor.

4) BRADY, John Paul

"Social Skills training for Psychiatric Patients: Clinical Outcome Studies" Occupational Therapy in Mental Health Spring, 1985 5:1 Pgs. 59-74

Controlled clinical outcome studies of social skills training in a number of psychiatric groupings are discussed and reviewed. Specific disability populations included are persons with mental retardation, patients who are depressed, psychiatric outpatients, and psychiatric inpatients. Individuals with more severe psychiatric situations - such as schizophrenia - appear to be less often permanently helped by social skills training, although it may nevertheless be a starting point toward possible eventual return to the community. For other persons, however, the results may be quite positive.

More research is called for, particularly in the areas of debilitating chronic mental illness - areas where controlled clinical trials have traditionally been more difficult.

5) DAVIES, Roger R.

"Social Skills Training with Persons who are Mentally Retarded" *Mental Retardation*
Aug, 1985 23:4 Pgs. 186-195

The widespread social integration of persons who are mentally retarded has been typically hailed as a breakthrough. However, it is no breakthrough if those individuals do not have the social skills necessary to adequately live and work in the world that has been opened to them.

Examined here is research that has been done in the social skills area in an attempt to define what might work best as an intervention procedure. Summary tables also list skills needed followed by effective intervention procedures.

6) LUISELLI, James K.

"Behavioral Training in the Acquisition of Skills for Blind, Severely Retarded Adults"
Journal of Visual Impairment and Blindness
Sept. 1985 79:7 Pgs. 293- 297

Persons who are both blind and have mental retardation are in a particularly difficult situation. The research herein presented was aimed at determining whether a behavioral training program to improve vocational work performance would be of utility. Three blind women who were also severely retarded took part in the study.

Findings suggested positive implications for a program that combined response-contingent prompting and reinforcement procedures. Better attention span levels seemed to follow training, also.

Additional results are presented and discussed. Graph charts depicting findings are included.

7) LOMBANA, Judy H.

Success for the Mentally Retarded Students
State of Florida, Department of State, 1983 43 pages

Although opportunities in education and employment have undoubtedly increased in the past several years, handicapped people remain severely underemployed and under educated in comparison with the general population. Handicapped students are not being provided the career education they need at the elementary and secondary levels. Consequently, the vast majority of these students complete school without the needed skills - vocational, personal, and social - to participate productively in society.

The SUCCESS Project - Sources to Upgrade the Career Counseling and Employment of Special Students - is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of mentally retarded students.

Training Educators

1) OLDFIELD, Amelia

"Using Music in Mental Handicap: Overcoming Communication Difficulties" *Mental Handicap*
Sept. 1985 13:3 pgs. 117-119

The authors to this piece note, probably correctly, that "most staff working with people who are mentally ill will have used a simple song or rhyme at some point, without even thinking about it, to encourage talking or simply to get a smile." Why not, they hypothesize, routinely make music therapy a formal part of treating persons who are mentally ill ?

While this is not an entirely new idea, this British version may offer new fuel to similar programs elsewhere. Work at the Ida Darwin Hospital is briefly described, and the similarities and differences between its departments and some of the paramedical professions are examined. The concept of communication through a combination of both speech and music therapy is a special focus.

2) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students: Volume III - J : Interagency Service Plans for the ProfoundlyMentallyHandicapped: Part2: Partners in PartnersinPlanningaTrainer'sGuide*
State of Florida, Department of Education June 1983

This PARTNERS IN PLANNING trainer's guide is one in a series of publications developed to help Florida school districts provide special programs for exceptional students.

Assessment Material

1) PAUL, Rhea

"Comprehension of Indirect Requests in Adults with Autistic Disorders and Mental Retardation"
Journal of Speech and Hearing Research
Dec. 1985 28:4 pgs. 475-479

In this study, 8 adults with autism and 8 with mental retardation took part in investigations to better understand how well persons with these disabilities understand indirect requests. Two types of indirect requests in unstructured conversation, the other prefaced by instructions which essentially repeated the basic command - "I'm going to tell you to color these circles."

The study showed the mentally retarded individuals to be performing better in both situations, but both groups understood the indirect requests only about as well as 4 to 6 year olds. Implications of the study, particularly as related to language and social deficits, are presented.

2) LINDSAY, Janis

Career Education for Mentally Handicapped Adults. Discussion Paper 01/83 British Columbia
Dept. of Education March 1983 83 pgs.

A study examined the career education opportunities available to mentally handicapped adults in British Columbia. the primary objectives of the study were to assess the effectiveness of various methods and models in meeting the needs of mentally handicapped adults, to explore the policy implications of the program strengths and weaknesses, to identify the linkages and overlaps of vocational rehabilitation services provided for mentally handicapped adults, and to propose a method of providing coordinated and comprehensive career education services to all mentally handicapped adults who demonstrate a need for such services. Data from the British Columbia Health Surveillance registry were used to estimate the career education needs of persons with mild, moderate and severe and profound mental retardation. After analyzing the data, the researchers formulated a model of a comprehensive career education program for adults with varying degrees of mental retardation. Addressed in the model were the following program areas: recruitment and referral; student selection; life skills, work adjustment and vocational skills training; job placement; job stabilization; and retraining. The study also resulted in the formulation of 14 policy recommendations pertaining to program priority areas, guidelines, funding, evaluation criteria, coordination and articulation.

3) ROMER, Daniel
BERKSON, Gershon

"Social Ecology of Supervised Communal Facilities for Mentally Disabled Adults: II. Predictors of Affiliation"
American Journal of Mental Deficiency
1980 Vol. 85, No. 3 pgs. 229-242

The behavior of 304 mentally disabled adults was observed in five settings (one residence, four sheltered workshops) during periods when they were free to affiliate with peers. Regression analyses using setting, personal traits (age, sex, IQ and diagnosis) and mediating variables (e.g. physical attractiveness, desire for affiliation, and length of institutionalization) were conducted to predict various aspects of affiliative behavior. Settings accounted for 16 to 63 percent of the predictable variation independent of personal and mediating variables. Although older and mentally ill clients affiliated less extensively, neither degree of retardation, length of previous institutionalization, use of medication or other physical disabilities appeared to affect affiliation independent of other variables. In general, clients who were physically attractive, desired affiliation and had intelligent peers in their programs affiliated more extensively and intensively with peers. In total, their findings indicate that the variables most predictive of affiliation in the present community settings were also the ones most amendable to personal or environmental change.

4) ROMER, Daniel
BERKSON, Gershon

"Social Ecology of Supervised Communal Facilities for Mentally Disabled Adults: III. Predictors of Social Choice"
American Journal of Mental Deficiency
1980 Vol. 85 No. 3 Pgs. 243-252

This paper is the third in a series in which the social behavior of mentally disabled clients in community facilities was examined. In this report, social choice for various cognitive and physical characteristics and for exposure to others was investigated in five settings. Preferences were inferred from observed affiliation, self reports, and staff judgments. Clients tended to prefer peers whom they had more exposure to, same-sex peers and peers of similar attractiveness. Opposite-sex relationships were also common and were stronger for women. Neither similarity nor complimentarity of choice was obtained for age or the desire for affiliation; however, retarded clients tended to be segregated from mentally ill clients. Although clients tended to name friends of similar intellect, a form of "limited complimentarity" appeared to govern observed affiliation preferences in that clients preferred to affiliate with peers who were somewhat different in IQ. This result suggests that clients of relatively moderate intelligence are critical to the social integration of a setting, since they are most likely to form relationships with clients of both higher and lower intelligence. the implications of these results for the sociability of a setting were discussed.

5) ROMER, Daniel
BERKSON, Gershon

"Social Ecology of Supervised Communal Facilities for Mentally Disabled Adults: IV. Characteristics of SocialBehavior" American JournalofMental Deficiency
1981 Vol. 86, No. 1 Pgs. 28-38

Behavior categories for observations of 304 mentally disabled adults were analyzed in relation to settings (sheltered workshops and residential facility), personal characteristics (age, sex, IQ, diagnosis and desire for affiliation) and characteristics of partners. Both settings and personal characteristics predicted individual behavior rates for the 10 most frequently observed behavior categories. As many as 14 dimensions were extracted from behavior observed in more intense dyadic relationships; these dimensions were strongly related to characteristics of the individuals in the relationships. Although more intelligent individuals exhibited higher rates of verbal behavior, they were not more verbal in their intense social relationships. Furthermore, individuals at all levels of intelligence were sensitive to the intellectual characteristics of their partners. The results suggest that the social behavior of mentally disabled people is complex and sensitive to the presence and characteristics of others; peer-group composition seems to be critical to social adaptation in communal settings for this population.

6) BERKSON, Gershon

"Social Ecology of Supervised Communal Facilities for Mentally Disabled adults: V. Residence as a Predictor of Social and Work Adjustment"
American Journal of Mental Deficiency
1981 Vol. 86 No. 1 Pgs. 39-42

Matched groups of mildly retarded people who lived with their families, independently, or in a sheltered-care home were compared with respect to various measures of work performance and social behavior in sheltered workshops. Differences between the groups were negligible. The results suggest that residential placement by itself does not strongly correlate with productivity or sociability.

7) HELLER, Tamar
BERKSON, gershon
ROMER, Daniel

"Social Ecology of Supervised Communal Facilities for Mentally Disabled Adults: VI. Initial Social Adaptation" American Journal of Mental Deficiency
1981 Vol. 86 No. 1 Pgs. 43-49

The social adaptation of mentally disabled adults introduced to two new vocational rehabilitation settings was investigated. Client behavior was observed for 8 weeks after placement in an evaluation center and for an additional 8 weeks in subsequent workshop settings. During the evaluation period, clients' sociability increased with time in the program. In the later workshop placements, the social milieu rather than time in the program influenced the degree of client sociability. Specifically, in the first 2 weeks of workshop placement, clients placed in Workshop A, which had a more sociable milieu, remained at the high levels of sociability, similar to the last weeks in the evaluation phase. In contrast, clients placed in Workshop B showed a decline in sociability, which was related to environmental variables. Clients initially affiliated more with other clients they knew during evaluation, but this tendency decreased as they became integrated into the workshop program.

Reference Material

1) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students: Volume II-G: Gifted*
Florida Department of Education October 1980

2) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students Volume III-J Interagency Service Plans for the Profoundly Mentally Handicapped, Bureau of Education for Exceptional Students* State of Florida,
Department of Education, June 1983

3) *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students Volume III-J Interagency Service Plans for the Profoundly Mentally Handicapped, Part 3: Partners in Planning a Participant's Manual*
State of Florida, Dept. of Education June 1983

Film

1) *Basic Concepts of Mental Health* (UTXHSC) 1978

The definition of `mentally healthy' is presented and the levels of mental health explained. Causes and effects of emotional and psychiatric problems are discussed. (Alive and Well Series)

2) *Dance Therapy: the Power of Movement* (American Dance Therapy Association; UCEMC) 1983

Warm and perceptive introduction to the many facets of dance and movement therapy. Shows five different therapists working with a variety of patients, from an emotionally disturbed young girl in a child psychiatric hospital to the residents of a geriatric nursing home. Demonstrates that even when words fail, movement can communicate.

3) *Dramatic Mental Health Teaching* (UWA) 1977

The use of specially-trained actors, whether professional or non-professional, can effectively supplement mental health teaching by adding a new dimension that previously has been unexplored. Identifies a variety of specific clinical situations in which actors' talents are particularly valuable and outlines the essential elements that go into training actors for this kind of work.

4) *Dreams so Real: Three Men's Stories*
(ORUDAVSKY; FML) 1981

Three men who are making the transition from mental hospital to community life take part in an art therapy project - making animated films based on their life experiences. Jerrold is a black who sees himself as a victim of racist groups; David, slow and withdrawn, ends his film with a paeon to his mother, whom he sees as his only source of comfort; and Michael, a poet, attempted suicide while making his film. Each man talks briefly about his life and problems and the films themselves are shown.

5) *The Independent Mentally Retarded* (KSUTP; KSU) 1979

Mark Luff and Carolyn Holt, both mentally retarded, discuss their lives and plans for the future as they involve working with other mentally retarded individuals. Interviewed by Sandy Halem. (One On One Series)

6) *Introducing the Mentally Retarded* (MO DIV HEALTH, SECTION OF CHRONIC DISEASES) 1966

Provides orientation to general problems of mental retardation. Shows some of the characteristics of mental retardation and possible learning programs for retardates.

7) *Mental Retardation Part I* (UWISC) 1967

Focuses upon needs and progress made on behalf of the most severely and profoundly retarded. Emphasis is upon medical aspects, manpower needs, research efforts and activities within training centers.

8) *Mental Retardation Part II* (UWISC) 1967

Deals with the needs and progress made on behalf of the most severely and profoundly retarded. Emphasis is upon medical aspects, manpower needs, research efforts and activities within training centers.

9) Mental Retardation: the Hopeless
(MONROE-WILLIAMS PRODS; OXF) 1972

A systematic refutation of common misconceptions regarding the mentally retarded. The retarded are shown to be capable of varying degrees of self care, capable of productive and constructive activity, and capable of improvement.

10) Physical Education Program for Mentally Retarded
(INFORM)

Descriptions of a program developed at the Institutes for the Development of Human Potential which deal with psychological and physical evaluation, neurological tests, and teaching techniques. All activities shown are consistent with the Doman-Delacato rationale.

11) Poppe Project: Behavior Shaping with the Severely Retarded (UCEMC) 1966

The first recorded effort to work simultaneously with eight severely retarded girls, aged 11 to 23, using operant conditioning techniques to shape their behavior in the areas of eating, dressing, structured and unstructured play, group interaction, and socialization on a beginning level. Traces the response of these girls to group nursing and separation from the large ward population. Illustrates fundamental differences in thinking and behavior required of the nurse who must change from caring for a large group of patients, in assembly-line, strictly custodial fashion, to the care of a small group. The innovation of group nursing and operant conditioning offers many opportunities for the nurse to utilize all of her creative and practical abilities to stimulate, teach, train and generally help severely retarded persons.

12) Programmed Instruction and Recovery from Aphasia
(NYU) 1965

This film is designed to demonstrate the use of programmed instruction in the rehabilitation of aphasic patients, particularly the severely impaired.

13) Teaching the Mentally Retarded: A Positive Approach Sheltered Workshop (THORNE) 1968

In a sheltered workshop program, the work is divided into simplified steps that can be mastered by the students. Specially designed guiding devices facilitate mastery of the tasks, which are then pursued industriously and with pride. Financial proceeds are divided among the trainees, who enjoy being useful and productive wage earners.

14) MADDUX, Cleburne

"Readability, Interest, and Coverage of 24 Introductory Special Education Textbooks"
Journal of Special Education
Fall, 1983 Vol. 17:3 Pgs. 333-339

The books from which people learn in college training programs obviously can affect the quantity and quality of knowledge they bring to their chosen field once they enter the work force. Special educators, who obviously affect the lives of thousands over the course of a career, deserve the broadest and best training possible. Part of that comes from people, but part also comes from books.

As an aid to educators in the special education field at the college level, this article presents for evaluation 24 of the most widely recommended texts in the field. These volumes were examined for their readability, interest level, and subject coverage. Tables clearly illustrate basic findings for specific texts.

Among the more interesting general findings: many of the currently available volumes neglect such areas as severe/profound disability, multiple disability, and early childhood disability, and most generally do not elicit high amounts of interest from their readers. On the plus side, for subjects and categories that were included in the texts, representative coverage of subject matter was judged to be very strong.

15) VALLECORSA, Ada L.

"Spelling Instruction in Special Education Classrooms: A Survey of Practices" Exceptional Children
Sept., 1985 Vol. 52:1 Pgs. 19-24

Because spelling difficulties seem to be more common among youngsters with disabilities, this seemingly small field is an important one for special educators to address. Since considerable research on spelling instruction does exist, the authors were interested in determining how much of that knowledge is known and used by special educators.

In a systematic survey, educators in a one-county area were asked to report on what types of instructional practices they made use of in teaching spelling, and to note which ones they knew to have empirical support. Findings clearly suggested that most special educators in the survey were unfortunately using a variety of methods without substantive support or reason for employing them. Implications are discussed, with suggestions for improvement of training courses sustained. Further research to determine if these findings relate to other areas may be necessary. Tables relate findings.